DOCUMENT RESUME

ED 058 795 FL 002 875

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|---|---|
| TITLE | Haitian Creole Basic Course: Volume III, Lessons 21-30. |
| INSTITUTION | Defense Language Inst., Washington, D.C. |
| SPONS AGENCY | Department of Defense, Washington, D.C. |
| REPORT NO | 01HC24 |
| PUB DATE | Jan 72 |
| NOTE | 202p. |
| AVAILABLE FROM | Director, Defense Language Institute, Department of the Army, U.S. Naval Station, Anacostia Annex, Washington, D.C. 20390 (With specific permission) |
| EDRS PRICE | MF-$0.65 HC Not Available from EDRS. |
| DESCRIPTORS | *Audiolingual Methods; Basic Skills; Creoles; Cultural Education; *Haitian Creole; *Instructional Materials; *Intensive Language Courses; *Language Instruction; Language Skills; Modern Languages; Textbooks |

ABSTRACT

This volume, the third in a series comprising the field-test edition of the Defense Language Institute's "Haitian Creole Basic Course," is extracted primarily from the instructor's guide to materials contained in Albert Valdman's "Basic Course in Haitian Creole." Materials are arranged in the order of their use in the classroom. Content of each class hour is indicated and includes: (1) perception drills; (2) dialogue with adjunct, cultural notes, cartoons, and suggested homework; (3) questions for the recitation hour; (4) pattern drills; (5) a recombination exercise text for comprehension or reading exercise; and (6) additional drills, exercises, and readings in area background. Dialogues of each lesson are translated, grammar notes included, and a list of new vocabulary provided. Ten lessons are presented including two review lessons. For the companion documents see FL 002 811 and FL 002 846. (RL)

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# HAITIAN CREOLE

## BASIC COURSE

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VOLUME III

Lessons 21 - 30

FL 002 875

January 1972

DEFENSE LANGUAGE INSTITUTE

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Roy M. Kessler

ROY M. KESSLER
Colonel, USA
Director

F 2

# PREFACE

This is the third in a series of volumes comprising the field test edition of the Defense Language Institute Basic Course in Haitian Creole prepared by Mrs. Rolande Turnier under the direction of the Systems Development Agency.

As in the preceding two volumes, materials are arranged in the order of their use in the classroom. For details on this arrangement see the Preface to Volume I.

Inquiries concerning these materials, including requests for authorization to reproduce them, should be addressed to the Director, Defense Language Institute, U.S. Naval Station, (Anacostia Annex), Washington, D.C. 20390.

TABLE OF CONTENTS


| Lesson | | Page |
|---|---|---|
| 21 | Hill People and the Police | 1 |
| 22 | Discussing a Sightseeing Trip | 29 |
| 23 | At the Rifle Range | 49 |
| 24 | First Communion | 73 |
| 25 | REVIEW | 99 |
| 26 | The Weather | 119 |
| 27 | Reconnaissance Patrol | 137 |
| 28 | A Courageous Man | 155 |
| 29 | Breakfast | 171 |
| 30 | REVIEW | 191 |

Lesson 21

## HILL PEOPLE AND THE POLICE

Two peasants, Soveù and Alsé, meet at the village market.

Soveù: O! good morning, friend Alsé. How are you today?

Alsé: Well! brother Soveù, not so bad. And yourself?

Soveù: Not so bad either. Where have you been? I haven't seen you for quite a few days.

Alsé: Oh, I had gone down into the city.

Soveù: Really? Nothing wrong, I hope?

Alsé: My son had some trouble with the police.

Soveù: You don't say! And what happened?

Alsé: He fought Sunday with kòmè Sésé's boy, and the rural police officer arrested them.

Soveù: Well, it seems country people always have troubles. But the news apparently did not spread, because I had not heard a word of it.

Alsé: That's because the boys were sent immediately to the city. I had to go there to the jail to take him food.

Soveù: But, didn't I see him this morning at Mary's house?

Alsé: Right. My "Pratik" in town lent me some money for bail for my boy, and he was freed.

Soveù: Hillpeople really don't have a chance to get ahead. We can barely earn enough to eat regularly, yet must continually find money to pay for every small misdeed.

Alsé: That's the way it is. People in the city have plenty of money, and they don't have to pay for their misdeeds, not even much less serious crimes.

Soveũ: I believe our reward is in heaven, in God's hands.

Alsé: Maybe so, but I'd rather have it right now, during my life on this earth.

Soveũ: Right.--See you, Alsé.

Alsé: Bye, bye, Soveũ. Say hello to everyone for me.

## I. PERCEPTION DRILL

1. Kouté, men pa répété:

Sé té youn foua touazòm ki t ap maché. Yo tou lé toua plédé palé. Yo pa janm rété palé. Yo rété, yo maché jus yo rivé lakay yo.

Gen dé moun ki rété sou rout yo pou tandé mésieu yo k ap palé. Kou nèg yo kanpé, moun ki té rété kouté yo al-fè chimen yo.

Répété kounié-a, apré mouen, sa m sòt di nou la-a.
(Repeat the above text, sentence by sentence, for repetition by the students.)

2. Kouté épi répété:

M pral lavil, é ou-menm?
-M pralé tou; é ti-gason ou-nan?

Li pralé tou avè nou.
-Nou tou lé toua pral lavil alò?

Men oui, nou tou lé toua pral lavil.



87

3. Transform the following sentences on cue:

| SENTENCES AND CUES | TRANSFORMED SENTENCES |
|---|---|
| Fitit ou-a ak deu kanmarad li yo ap benyen. | Yo tou lé toua ap benyen. |
| Ou-menm avèk Sésé pral nan dlo. | Nou tou lé deu pral nan dlo. |
| Toua pitit ou yo ak deu ti-gason Sésé yo ap joué. | |
| Profeseù-a ak youn étudian ap palé. | |
| Mouen-menm avèk ou-menm sé deu bon zanmi. | |
| Mouen-menm ak deu seù m yo pral O Kap. | |
| Ti-seù m-nan ak ti-seù ou-la pral manjé. | |
| Papa-a, manman-an ak deu ti-moun yo ap maché. | |
| Gen kat ponpié k ap touyé difé-a. | |
| Gen deu kamionèt la-a, y ap monté Pétionvil. | |
| Manman m, papa m avè m ap bay odians. | |
| Asèn a Léon ap palé de réken-an. | |

4. Kouté épi répété:

Asèn ak Léon tonbé palé de réken ki bò ouaf-la. Yo piédé palé de sa, yo pa vlé rété.
Ti-moun yo t ap joué nan lakou-a. Yo plédé kouri justan yo bouké.

5. Use the verb plédé with the following sentences:

| SENTENCES | SENTENCES WITH PLÉDÉ |
|---|---|
| Pa gen travay, mésieu yo anrolé yo nan lamé. | Pa gen travay, mésieu yo plédé anrolé yo nan lamé. |
| Ou téléfonnen m, m pa la. | Ou plédé téléfonnen m, m pa la. |
| Ti-moun yo kouri nan lakou-a justan yo bouké. | |
| Asèn bay blag jus dòmi pran ni. | |
| Nèg-la mét dife tou patou nan vil-la. | |
| Gad yo tiré nan chan d ti pou bon plézi yo. | |
| Nan réstoran-an mésieu yo boué justan yo pa kapab ankò. | |
| Kay kouafeù-a Ti-André bay odians. | |
| Bòn-nan lumen tout èr kondisioné otèl-la. | |
| Touris-la maché jus li rivé Bizoton. | |
| Gen youn nèg nan bouk-la kap touyé moun. | |
| Ti-gason-an gaspiyé lajan manman n ak papa l. | |

L. 21

6. Kouté épi répété:

Etudian yo doué palé kréòl tout tan.
Etudian yo pou palé kréòl tout tan.
Sé pou étudian yo palé kréòl tout tan.
Pratik-la pou poté bèl légum vin vann mouen.
Nou pa pou fè anyen dimanch.

7. Change the following sentences by adding pou and giving the idea of obligation (must):

| SENTENCES | RESPONSES |
|---|---|
| Pa fumen isit-la. | Sé pa pou ou fumen isit-la. |
| Nou renmen palé kréòl. | Sé pou nou renmen palé kréòl. |
| Ti-gason-an pa joué ak ti-seù m-nan. | |
| Leù n al péché, pran bèl pouason. | |
| Yo pa gaspiyé lajan papa yo ba yo-a. | |
| Ou pito sa ou ka jouenn. | |
| Roma-a pa kouté chè. | |
| Maré chen-an pi louen. | |
| Nou loué kay-la ak améríken. | |
| Plen pisin-nan pou mouen jodi-a. | |
| Yo va al chanté légliz dimanch. | |
| Débaké zam yo bò lanmè-a. | |

8. Kouté épi répété:

Leù mouen lakay mouen, m toujou palé kréòl.
M pa janm palé anglé lakay.
Sé pou nou toujou palé kréòl isit-la.
Nou pa pou janm palé anglé isit-la.
Sé pa pou nou janm palé anglé isit-la.
Ti-moun pa doué janm joué ak dufeu.
Li pa té janm manjé roma lakay li.
Si ou pa té rélé li, li pa t ap janm tonbé.

9. Put the following in the negative form, using pa janm or pa...janm (never):

| a. POSITIVE | NEGATIVE |
|---|---|
| Manteù renmen ouè lòt manteu. | Manteù pa janm renmen ouè lòt manteù. |
| Yo doué aprann kréòl anvan yo vini. | Yo pa doué janm aprann kréol anvan yo vini. |
| Li répété sa li tandé. | |
| Nou péyé beùf-la n achté-a. | |
| Ti-André maré chen-an. | |
| Mari tuyé poul ak men ni. | |
| M louvri magazen-an a sizeù. | |
| Sé pou nou téléfonnen m nan buro-a. | |
| Li palé leù l ap dòmi. | |
| Ou gaspiyé kòb yo ba ou. | |
| Nou pou joué a difé. | |
| Li doué kanpé nan laru-a. | |

L. 21

| b. | POSITIVE | NEGATIVE |
|---|---|---|
| | Nou té ouè 1 an Frans. | Nou pa té janm ouè 1 an Frans. |
| | Li t ap vini a deuzeù. | Li pa t ap janm vini a deuzeù. |
| | M ta palé ak li si m té ouè 1. | |
| | Sèù m-nan ap travay boneù. | |
| | Bòs-la ta ka pran longeù kabann-nan. | |
| | Yo t ap étenn dufeu-a. | |
| | Ponpié té ouè lafumen k ap soti nan kay-la. | |
| | Moun mòn yo ta ka fè métié sa-a. | |
| | Mésieu yo té bay blag sa-a. | |
| | Gad yo té fatigé apré égzèsis yo. | |
| | Malad-la t ap maché bò lariviè-a. | |
| | Solda yo té fè youn ti dòmi. | |

10. Kouté épi répété:

Gen moun ki pa ka manjé tout bagay.
Gen dé moun ki pa ka manjé tout bagay.
Dé foua bagay sa yo fè moun malad.
Gen dé foua tou yo pa fè yo anyen.

11. Generalize the following statements by adding dé:

| STATEMENTS | GENERALIZATIONS |
|---|---|
| Gen moun ki pa manjé tout bagay. | Gen dé moun ki pa pa manjé tout bagay. |
| Gen bagay yo di ou, ou pa ka kouè. | Gen dé bagay yo di ou, ou pa ka kouè. |
| Gen rout youn moun fè, fò 1 bouké. | |
| Gen difé ponpié pa ka touyé. | |
| Gen machin ki kouté chè. | |
| Gen pouason ki pézé anpil. | |
| Gen zanmi ki pa zanmi vré. | |
| Gen moun ki pa konn al légliz. | |
| Gen bato ki pa rivé bò ouaf-la. | |
| Gen manteù moun pa vlé kouè ankò. | |
| Gen mésieu ki renmen fè lapolis. | |
| Gen leù lakay fè noua. | |

L. 21

12. Kouté épi répété:

Madan Chal gen deu pitit: youn gason ak youn fi. Pitit gason yo-a rélé Tijo. Pitit fi yo-a rélé Ti Mari.

13. Review: Give the female counterpart of the following male forms or concepts:

| MALE | FEMALE |
|---|---|
| konpè m | komè m |
| papa ti-moun yo | manman ti-moun yo |
| Pitit gason Chal-la | |
| monnonk mouen-an | |
| msieu fanm-nan | |
| kouzen Tijo | |
| mésié yo | |
| mari madanm-nan | |
| monchè | |
| sé frè m | |
| sé youn gason | |
| sé konpè Sésé | |

## II. DIALOGUE

Deu abitan, deu bon zanmi, Soveù ak Alsé rankontré nan maché nan bouk-la.

Soveù: O! Bonjou konpè Alsé. Kouman ou yé jodi-a?

Alsé: En ben, frè Soveù, sa pa pi mal. E ou-menm?

Soveù: Sa pa pi mal tou, koté ou té yé kon sa ki fè m pa t ouè ou dépi kèk jou?

Alsé: Sa ki fè nou pa ouè sé pasé m té désann lavil.

Soveù: O! Kon sa menm, monkonpè. Sé pa t anyen ki pi mal?

Alsé: Apa ti-gason m-nan ki té nan traka avèk lapolis.

Soveù: Pa di m! Sa ki té gen tan genyen?

Alsé: Li goumen dimanch avèk pitit komè Sésé-a, épi chèf séksion-an arété tou lé dé.

Soveù: En ben monchè, abitan pa janm manké traka vré. Epi paròl-la pa palé pasé m pa tandé sa menm.

Alsé: Sé pasé yo voyé yo désann tousuit, ki fè ké mouen té alé tou, pou m té ka pot manjé pou li nan prizon.

Soveù: Men, apa m ouè msieu maten-an ka ti kòmè Mari-a.

Alsé: Men oui, gras a Dié, pratik mouen la[illegible] prété m youn kòb, mouen péyé pou gason m-nan, épi yo lagé l.

Soveù: Nèg mòn pa gen chans vré. Nou pa ka manjé tou lé jou, é fok nou jouenn youn lajan pou péyé pou pi piti bagay.

Alsé: Sé kon sa oui. Epi moun lavil menm ki plen kòb pa gen pou péyé pou anyen.

L. 21

Soveù: En ben monchè, mouen-menm mouen kouè ké rékonpans nou nan men Bon Dié nan siè1.

Alsé: Pétèt, men m ta pito jouenn ni kounié-a.

Soveù: Bon, Alsé monchè, n a ouè.

Alsé: Babay Soveù, di tout moun yo bonjou.

## Lab Exercise

1. Listen to the dialogue several times.
2. Check your knowledge of the vocabulary.

## HOMEWORK

A. Read the notes on the Narration below.
Reference: Valdman, page 206.

B. Study the vocabulary.

C. Master the dialogue.

D. Read the following grammar notes:

1. Pa janm 'never'

a. Simple application:

M pa janm palé anglé lakay.
(I never speak English at home.)

b. When a verb is modified by a particle the particle comes between pa and janm.

M pa ta janm alé.
(I would never go.)

M pa t ap janm fè sa.
(I would never do that.)

M pa ap janm dòmi ta.
(I will never sleep late.)

c. With the following auxiliaries pa janm may or may not be contiguous.

Examples: Ou pa doué janm bouè kon sa.
Or: Ou pa janm doué bouè kon sa.
(You should never drink like that.)

Nou pa kab janm maché anpil.
Or: Nou pa janm kab maché anpil.
(We can never walk a lot.)

Yo pa pou janm kouè tou sa yo di.
Or: Yo pa janm pou kouè tou sa yo di.
(They must never believe everything that is said.)

2. Pou occurs only as an auxiliary. It immediately precedes the verb, except when the emphatic form sé is used.

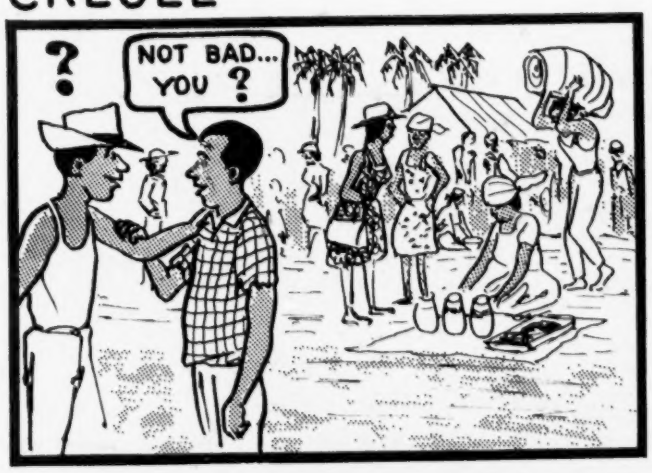
Examples: Ti moun yo pou bouè let tou lé jou.
(The children must drink milk every day.)

Sé pou ti-moun yo bouè lèt tou lé jou.
(The children must drink milk every day.)

3. The indefinite article has no plural. However, sometimes the particle de or dé, derived from the plural article des/de, is used in generalizations.

Example: Gen (dé) moun ki pa konn bay manti.
(There are some people who don't lie.)

Dé foua nou pa al légliz.
(Sometimes we don't go to church.)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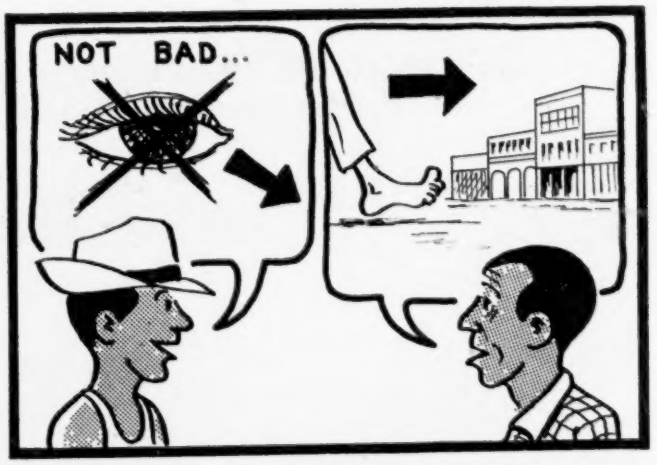
NOT BAD... YOU ?


NOT BAD...

WRONG

?

TROUBLE...
NEWS

at Mary's
BAIL

ALWAYS
DON'T PAY

REWARD
SEE YOU...
MAYBE... RATHER
BYE

## III. RECITATION

A. Recite the dialogue.

B. Answer the following questions on the dialogue:

1. Eské se deu touris ki kontré?
2. Konman yo rélé?
3. Sé légliz yo kontré?
4. Ki sa moun fè nan maché?
5. Sa Soveù mandé Alsé?
6. Eské Alsé malad anpil?
7. Soveù ouè Alsé tout tan?
8. Sa ki fè yo pa t ouè?
9. Eské Soveù té konnen pou ki Alsé pa t la?
10. Pou ki moun Alsé té désann lavil?

11. Ti gason-n-nan té gen traka avèk légliz?
12. Soveù pa mandé pou ki?
13. Eské se pasé li té joué ak youn ti-fi?
14. Ak ki moun li té goumen?
15. Epi sa ki rivé?
16. Sé pitit-Alsé seùlman yo arété?
17. Eské Soveù trouvé ké abitan toujou nan traka?
18. Eské paròl-la palé anpil?
19. Soveù pa té konn sa?
20. Pou ki sa paròl-la pa té gen tan palé?

21. Eské Alsé rété chita lakay li?
22. Pou ki sa Alsé désann tou?
23. Eské Alsé di konman ti gason-an rélé?
24. Soveù poko oue ti nèg-la dépi leù-a?
25. Ki bò li té ouè l?
26. Eské Alsé té gen pou l péyé?
27. Pou ki sa li té péyé?
28. Koté li té pran kòb la?
29. Eské Soveù kouè moun mòn gen chans?
30. Soveù di yo manjé anpil chak jou?

L. 21

31. Eské li di ké fò yo péyé pou tout ti bagay?
32. Alsé pa gen lè dakò?
33. Ki sa Alsé di pou moun lavil?
34. Soveù koue ké abitan pa gen rékonpans?
35. Koté rékonpans yo yé?
36. Eské Alsé koué menm bagay-la?
37. Ki leù Alsé ta pito jouenn rékonpans li?
38. Ki sa légliz di nan sa?
39. E ou menm ki sa ou kouè?
40. Eské mésieu yo rété palé anpil?

## IV. PATTERN PRACTICE DRILL

1. Substitution in the pattern Sé...li yé:

| CUE | STUDENTS |
|---|---|
| fanm | Sé fanm li yé. |
| abitan | Sé abitan li yé. |
| gason | |
| chèf séksion | |
| lariviè | |
| fi | |
| étranjé | |
| moun mòn | |
| dènié | |
| kouafeù | |
| pitit fi Anita | |
| dèyè | |

2. Substitution in the pattern Yo gen anpil.... :

| CUE | STUDENTS |
|---|---|
| fi | Yo gen anpil fi. |
| fraz | Yo gen anpil fraz. |
| chans | |
| pitit gason | |
| léspri | |
| zanmi | |
| traka | |
| odians | |
| rékonpans | |
| métié | |
| pri | |
| pitit fi | |

3. Substitution in the pattern Nou t ap palé de...:

| CUE | STUDENTS |
|---|---|
| manadjè otèl San-Souci a | Nou t ap palé de manadjè otèl San-Souci-a. |
| konbann nou fèk achté-a | Nou t ap palé de konbann nou fèk achté-a. |
| istoua péi-a | |
| chèf séksion Kenskòf-la | |
| dèniè pitit fi Anita-a | |
| lajeù ak longeù kay-la | |
| lariviè Plézans-la | |
| métié n ap fè-a | |
| razeù nan péi-a | |
| lapolis an Aiti | |
| otèl Bèlvu | |
| kouzen Tijo-a | |

4. Form a question with Konben...ou genyen and a given cue and ask another student to answer it:

| CUE | 1st STUDENT | 2nd STUDENT |
|---|---|---|
| matant | Konben matant ou genyen? | M gen sèt matant. |
| pitit | Konben pitit ou genyen? | M gen toua pitit. |
| bra | | |
| kouzen | | |
| frè | | |
| zòrèy | | |
| gason | | |
| seù | | |
| pié | | |
| pitit fi | | |
| bouch | | |
| tèt | | |

5. Add the given cue to Dépi...di ou sa,...and make appropriate changes:

| CUE | STUDENTS |
|---|---|
| M gen rézon | Dépi m di ou sa, m gen rézon. |
| Zanmi-ou-nan gen rézon. | Dépi zanmi-ou-nan di ou sa, li gen rézon. |
| Dupon | |
| pitit fi-m-nan | |
| chèf séksion-an | |
| nou | |
| kontroleù-a | |
| médam yo | |
| malad-la | |
| li | |
| kanmarad nou yo | |
| sékrétè-a | |

6. Replace "doué" in the following sentences with the form sé pou to express an obligation:

| CUE | STUDENTS |
|---|---|
| Nou doué palé kréòl tout tan. | Sé pou nou palé kréòl tout tan. |
| Chofeù-a doué vin chèché jounalis-la. | Sé pou chofeù-a vin chèché jounalis-la. |
| Ti moun yo té doué al lékòl. | |
| Manadjè-a ta doué levé Makdonal. | |
| Nou doué pran avion si nou présé. | |
| Sòlda doué obéi lòd chèf yo. | |
| Ou pa doué pran sa yo pa ba ou. | |
| Bòn nan doué fè chanm-nan. | |
| Ou doué kouri si ou pa vlé rété dèyè. | |
| Nou doué al lékòl si nou vlé gen lespri. | |
| Ki moun ki doué alé anvan? | |
| Li té doué vin tousuit si li pa vlé manké avion-an. | |

7. Pa janm. Change the following sentences to the negative with pa janm:

| SENTENCE | NEGATIVE |
|---|---|
| Li toujou al légliz lé dimanch. | Li pa janm al légliz lé dimanch. |
| Alé kay dokteù leù ou malad. | Pa janm al ka dokteù leù ou malad. |
| Li vin ouè manman ni. | |
| Avion-an toujou rivé a leù. | |
| Chèf séksion-an arété yo leù yo goumen. | |
| André désann lavil lé samdi. | |
| Achté nan magazen sa-a si ou vlé gen bon bagay. | |
| Soveù maché vit leù li pral lékòl. | |
| Papa l poté manjé pou li nan prizon. | |
| Pitit fi Sésé-a vlé tounen nan mòn. | |
| Asèn renmen bay odians. | |
| Makdonal dakò ak sa chofeù-a vlé fè. | |

8. Change the persons in the following sentences to their counterparts in the opposite sex:

| CUE | RESPONSE |
|---|---|
| Mésieu yo pa vini jodi-a. | Médam yo pa vini jodi-a. |
| Manman ni ba li rézon. | Papa li ba li rézon. |
| Nonm-nan gen léspri anpil. | |
| Ti gason-an pa vlé monté kokoyé-a. | |
| Madanm-nan achté légum nan men machann-nan. | |
| Nonk li rivé sot O Kap. | |
| Ti frè kòmè-a pa vlé al lékòl. | |
| Kouzin Léon-an mouri lòt jou. | |
| Sé youn ti gason ki renmen goumen. | |
| Médam yo pral O Zétazuni. | |
| Fanm-nan renmen plédé anpil. | |
| Mésieu yo pa janm gen rézon. | |

9. Write from dictation on tape:

Bòs Alsé sé youn abitan ki rété nan mòn Plézans. Li désann lavil dépi dé sémen pou l al chèché travay épi li poko tounen. Madanm ni ak pitit li ap tann ni chak jou paské nan pouen manjé lan kay-la. Alò y ap sivéyé rout-la tout tan pou ouè ki leù nèg-la ap parèt. Men Bòs Alsé poko parèt paské li pa gen chans jouenn youn ti travay é li pa vlé tounen ak dé men vid.

10. Write ten questions on the dictation.

Collect dictations and questions for correction.

## V. NARRATION

A. See Valdman, page 205.

B. Answer the following questions on the narration:

1-20. See Valdman, page 206.

21. Eske mésieu yo té kouè sé moun sòt ki palé fransé?
22. Eské premié nèg-la té konnen ki sa fransé l-la té vlé di?
23. Fransé l-la vlé di ké li pa konn ki moun ki tiyé moun-nan?
24. Apré premié nèg la di sé li ki tiyé moun nan, ki sa chèf séksion-an mandé?
25. Ki sa déziem nèg la réponn?

26. Eske chèf séksion-an té kouè ké yo manti?
27. Ki dènié bagay chèf séksion-an di?
28. Eske sa vlé di yo mèt al lakay yo?
29. Dènié nèg-la réponn ké li pa vlé al nan prizon?
30. Eske sé bon paròl mésieu yo réponn?

31. Konn palé fransé a ba yo anpil léspri?
32. Ki sa toua mésieu yo t ap fè leù yo té kontré-a?
33. Eske sé maladi ki té touyé moun-nan?
34. Moun ki té touyé lòt la, li alé lapolis pou di ke sé li-menm?
35. Eske istoua a di ké yo jouenn ni?

36. Ki lòt provèb nou fèk aprann la-a?
37. Ou konn palé fransé?
38. Nou gen anpil léspri?
39. Ki sa ou konn di an fransé?
40. Si yo di ou: "Je vou mè zan prizon", ou va di: "dakò"?

L. 21

## VI. WRITTEN COMPOSITION

Instructions to students:

1. Write a short composition on any or a given topic.
(15 min.)

2. Read your composition to the class.
(2-3 students)

3. Ask questions on the compositions read.



028

## VOCABULARY

| | |
|---|---|
| abitan, n. | peasant, rural dweller |
| chans, n. | luck, chance |
| chèf, n. | head, chief, boss |
| chèf séksion, n. phr. | rural police |
| dakò, adv. | agreed, O.K. |
| dé, de, art. | some |
| dènié, n. or adj. | last |
| dèyè, n. or adj. | behind, back, after |
| etranje, n. or adj. | foreigner;foreign |
| fi, n. | girl |
| goumen, v. | to fight |
| istoua, n. | story, history |
| janm, janmen, adv. | never, ever |
| kolé, v. or adj. | to glue, to stick, to be near;glued, stuck |
| kolé zòrèy, v. phr. | to eavesdrop |
| kou manman!, int. | I'll be darned! (strong exclamation), Oh, boy! |
| lagé, v. | to free, to drop, to let go |
| léspri, n. or adj. | intelligence, spirit, mind;intelligent |
| mouri, v. | to die |
| pa janm, adv. phr. | never |
| parèt, v. | to appear |
| pasé (paske), conj. | because |
| pèsonèl, adj. | personal |
| pitit fi, n. phr. | daughter |
| plédé + verb, v. phr. | to keep doing something as if to win an argument or a competition |
| pou, aux. | must |
| prizon, n. | jail, prison |

L. 21

| | |
|---|---|
| rékonpans, n. | reward |
| rézon, n. | reason |
| gen rézon, v. phr. | to be right |
| séksion, n. | section, section rurale (Fr.), the smallest regional military subdivision |
| sièl, n. | heaven |
| sové, v. | to save |
| suvéyé, v. | to watch (for) |
| traka, n. | trouble, bother |
| zòrèy, n. | ear |

## Idiomatic Expressions

| | |
|---|---|
| al dèyé youn bagay | to go after something |
| Je vous mets en prison (Fr.)<br>(Je vou mèz an prison.)<br>M ap mété ou nan prizon. (Cr.) | I'm putting you in jail. |
| nou tou lé toua | all three of us |
| pour une raison personnelle (Fr.)<br>(pour un rézon pèsonèl)<br>pou youn rézon pèsonèl (Cr.) | for a personal reason |
| Qui a tué cet homme?(Fr.)<br>(Ki a tué sèt òm?)<br>Ki moun ki tué nonm sa-a? (Cr.) | Who killed this man? |
| C'est moi. (Fr.)<br>(Sè moua.)<br>Sé mouen. (Cr.) | It's I. |
| Sové poul s.o. | to escape, to save one's neck |

## Proverb

Palé fransé pa vlé di léspri pou sa.

(To speak French doesn't necessarily mean being intelligent. Or: To be able to speak French is no proof of cleverness.)

## Lesson 22

### DISCUSSING A SIGHTSEEING TRIP

Mr. MacDonald was tired. He went up to his room and took a nap. Then the taxi driver returned and he woke him up.--Now they are making plans about what to do for the rest of the day.

Driver: Hello, Mr. MacDonald. Did you sleep well?

MacDonald: Yes, I did. It's wonderfully quiet here. I slept well.

Driver: I'm glad to hear it.--Well, what shall we do today?

MacDonald: I'd like to go up to Pétionville and then to Kenscoff. Is it far?

Driver: No, it's not far. It might take about three hours. While we're on the way to Kenscoff, I'll take you to Jeanne Barbancourt's in Boutiliers. You can buy a few bottles of rum there.

MacDonald: I don't want to buy any rum now.

Driver: That doesn't mean you can't go to Jeanne Barbancourt's. You can simply taste the rum and the liqueur. Boutiliers is a nice little spot.

MacDonald: But that doesn't interest me.

Driver: O.K., I'll take you to a tourist shop where you can buy nice little things in mahogany.

MacDonald: You really want to kill me, don't you. But I'm here for several days. I'll have plenty of time to buy these things.

Driver: O.K., you tell me what to do!

L. 22

MacDonald: You're a sly one. Take me to Pétionville first. I'd like to find a place from which I can see all of Port-au-Prince.

Driver: You've got to go to Boutiliers then.

MacDonald: O.K., on our way. Let's go.

## I. PERCEPTION DRILL

1. Kouté men pa répété:

Asouè-a, leù m fin travay, m pral lakay.
M p ap ouè pèsonn, pasé pèsonn p ap la.
Ala kontan m a kontan!
M a ka manjé bien manjé.
Leù m a fin manjé, m a monté kabann mouen, m a dòmi, m a dòmi, m a dòmi, m a dòmi jus lòt moun yo va rivé.

Kounié-a répété apré mouen. (The students repeat the sentences after the Instructor.)

2. Answer the questions:

| QUESTIONS | ANSWERS |
|---|---|
| Ki sa n ap fè asouè-a? | Asouè-a n ap aprann kréòl-la. |
| Ki moun ou a ouè asouè-a? | M a ouè pitit mouen yo asouè-a. |
| Ki bagay ou ta manjé asouè-a? | |
| Ki koté abitan yo ap désann asouè-a? | |
| Ki moun k ap palé dé istoi a péi-a asouè-a? | |
| Ki fi k ap débaké asouè-a? | |
| Ki étranjé ou a kontré asouè-a? | |
| Ki nèg chèf séksion-an ap lagé asouè-a? | |
| Nan ki prizon yo va mété nonm-nan asouè-a? | |
| Ki koté étudian yo va jouenn rékonpans yo asouè-a? | |
| Ki moun ka ralé zòrey nou asouè-a? | |
| Ki moun ki va konn palé kréòl bien asouè-a? | |

3. Kouté épi répété:

Maten-an, Anita ak Chal t ap goumen. Leù sa-a Tijo t ap kouri dèyè youn ti fi.

Maten-an, pandan ké Anita a Chal t ap goumen, Tijo t ap kouri dèyè youn ti fi.

Pandan ke m ap palé-a, pa palé tou, pou nou ka tandé sa m ap di-a.

Ou p ap fè anyen pandan ke m ap travay.

4. Combine the two given sentences into one:

| SENTENCES | COMBINED SENTENCES |
|---|---|
| Etudian yo p ap fè anyen.<br>M ap travay. | Pandan ke m ap travay<br>étudian yo p ap fè<br>anyen. |
| Ti gason-an kolé zòrey<br>li.<br>Nou t ap palé. | Pandan ke nou t ap palé,<br>ti-gason-an kolé<br>zòrey li. |
| André sové poul li.<br>Chèf séksion-an pa t<br>ap suvéyé. | |
| Papa yo mouri.<br>Yo t ap goumen. | |
| Yo lagé pitit fi-a.<br>Manman-an ap désann<br>lavil. | |
| Malad-la mouri.<br>Yo voyé chèché doktèu. | |
| Nou ouè lafumen k ap<br>sòti nan manjé-a.<br>Gason-an ap sèvi nou. | |
| M fè youn ti dòmi.<br>Ti-moun yo ap bay blag. | |
| Li tonbé malad.<br>Kontroleù-a ap pézé valiz yo. | |
| Avion-an atéri.<br>Kanmarad-la t ap fè tèt li. | |
| Youn kokenn chenn chen mòdé li.<br>Li té kanpé nan kafou-a. | |
| Lapolis-la vin pran ni.<br>L ap chanté. | |

5. Kouté épi répété:

Jodi-a gen étudian isit-la.
Lé samdi pa gen étudian isit-la.
Lé samdi pa gen pèsonn isit-la.
M pa ouè pèsonn légliz-la.
Ki moun ki vini la-a? - Pèsonn.

Pa gen pèsonn ki vini la-a.
Pèsonn pa vini la-a.

6. Transform the following sentences into negations using pa...pèsonn:

| SENTENCES | NEGATIONS |
|---|---|
| M ouè ti moun yo légliz-la. | M pa ouè pèsonn légliz-la. |
| Nou tandé abitan yo ap pasé devan pòt-la. | Nou pa tandé pèsonn ap pasé devan pòt-la. |
| Yo di m gen anpil moun nan prizon-an. | |
| Li palé ak étudian yo maten-an. | |
| Gen deu moun ki rété dèyè. | |
| M konn moun k ap benyen nan lariviè-a. | |
| M pito mésié sa yo. | |
| Ou bay pitit-la di santim ò. | |
| Nou ouè youn fanm nan kafou-a. | |
| Gen anpil moun kay kouafeù-a. | |
| Gen youn pakèt moun bò lanmè-a. | |
| Yo ba nou tout moso manjé. | |
| Chèf séksion-an mété nèg-la nan prizon. | |

7. Answer the following questions using the negation pèsonn pa.

| QUESTIONS | NEGATIVE ANSWERS |
|---|---|
| Ki moun ki chèf séksion bouk-la? | Pèsonn pa chèf séksion bouk-la. |
| Ki moun ki dakò avè :n? | Pèsonn pa dakò avè ou. |
| Ki moun ki t ap goumen ak ti fi-a? | |
| Ki moun ki mouri jodi-a? | |
| Ki moun ki gen rézon nan bagay sa-a? | |
| Ki moun ki palé fransé isit-la? | |
| Ki moun ki touyé nonm-nan? | |
| Ki moun ki mété m nan traka sa-a? | |
| Ki moun ki ralé zòrèy ti fi-a? | |
| Ki moun ki pral plédé pou ou? | |
| Ki moun ki té monté anlè kay-la? | |
| Ki moun ki pran longeù tab-la? | |

L. 22

8. Kouté épi répété:

Makdonal pran youn chanm nan otèl Splandid.
Li fatigé anpil. Li dòmi, li dòmi, li dòmi, li dòmi, li dòmi.
Li tèlman dòmi, sé manadjè-a ki lévé l.
Otèl-la trankil tou. Leù Makdonal lévé li di:
Ala trankil isit-la trankil!

9. Change the following sentences, using ala and the repetition of the adjective:

| SENTENCES | RESPONSES |
|---|---|
| Manjé-a bon anpil. | Ala bon manjé-a bon. |
| Ti gason-an bouké anpil. | Ala bouké ti-gason-an bouké. |
| Ti komè-a lib anpil. | |
| Kanmarad-la malad anpil. | |
| Avion sa-a rapid anpil. | |
| Nou razeù anpil. | |
| Fè cho anpil jodi-a. | |
| Sièl-la noua anpil. | |
| Pisin-nan plen anpil. | |
| Etudian sa-a sérieu. | |
| Sal de ben-an aéré anpil. | |
| Lakou otèl-la gran anpil. | |

10. Transform the following sentences by using the repetition of the verb to show duration:

| SENTENCES | TRANSFORMATIONS |
|---|---|
| M té grangou, m manjé bien manjé. | M manjé, m manjé, m manjé, m manjé. |
| Ti mésieu yo goumen lontan. | Ti mésieu yo goumen, yo goumen, yo goumen, yo goumen. |
| Médam yo konmansé plédé. | |
| Ti nèg-la gumen lontan. | |
| André tonbé bay odians. | |
| Nou maché lontan. | |
| Kanmarad mouen-an péché lontan. | |
| Fanm-nan tonbé chanté. | |
| Nonm-nan tonbé frapé pitit li-a. | |
| Solda yo tiré lontan. | |
| Ti pitit-la jouenn youn bouat alumèt, li tonbé pasé alumèt. | |
| Ponpié yo tonbé étenn du feu-a. | |

11. Transform the following sentences by using pou:

| SENTENCES | TRANSFORMATIONS |
|---|---|
| Si m vin boneù, m a repozé m. | M a vin boneù pou m repozé m. |
| Si ou la, ti moun yo p ap goumen. | Ou a la pou ti moun yo pa goumen. |
| Si nou rété n a suvéyé pitit-la. | |
| Si li kolé zòrey li la tandé. | |
| Si médam yo repozé yo, yo p ap bouké. | |
| Si m pran lajan m p ap razeù. | |
| Si Mari travay bien li p ap dènié. | |
| Si yo bay odians, y a fè moun ri. | |
| Si tout moun mét men, travay-la va vansé. | |
| Si nou louvri dlo-a, pisin-nan va plen. | |
| Si Toma rantré m a kapab sòti. | |
| Si sólda yo fè égzèsis, y a konn tiré. | |

12. Use the following auxiliaries to change the meaning of the sentence: Li...plédé pou ti frè-l-la:

| AUXILIARIES | SENTENCES |
|---|---|
| pou | Li pou plédé pou ti frè-l-la. |
| konn | Li konn plédé pou ti frè-l-la. |
| sòti | |
| fini | |
| kapab | |
| alé | |
| fèk | |
| mèt | |
| vini | |
| doué | |
| pou | |
| konnen | |

PRESENTATION OF THE DIALOGUE

Reference: Valdman, page 209

L. 22

## II. DIALOGUE

1. Study the vocabulary on Tape No. 22.
2. Study the dialogue on Tape No. 22.

## HOMEWORK

1. Work intensively with the dialogue. Be able to recite it in class.
2. Review the vocabulary.
3. Read the grammar notes in Valdman, pages 214, 215, and 216.
4. Read the following additional grammar notes:

   a. When the auxiliary pou is followed by the subject pronoun ou, the second ou sound is pronounced like a short w.

      Example: Sé pou ou (pou w) fè manjé-a.
      (You must do the cooking.)

      But, when pou ou means 'for you' then ou is not thus changed.

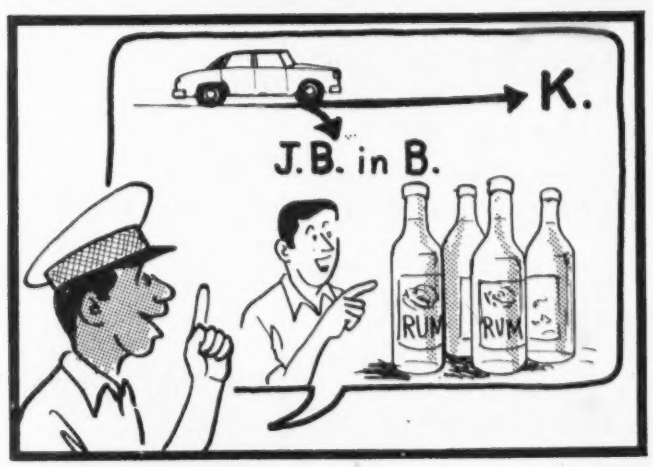
      Example: Kay sa-a sé pou ou.
      (This house is for you.)

   b. When the demonstrative sa is followed by the definite article -a, the pronunciation of the two a's is like a long a.

5. Prepare ten questions for use in class during the 6th period.

WELL ?
✓... QUIET

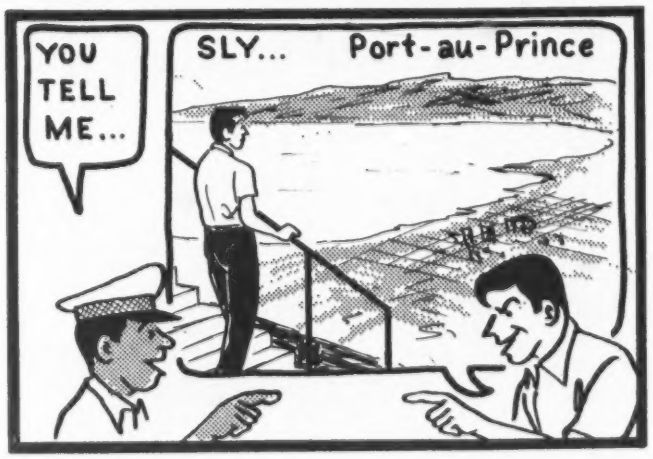
... do today ?
P. & K.
FAR ?

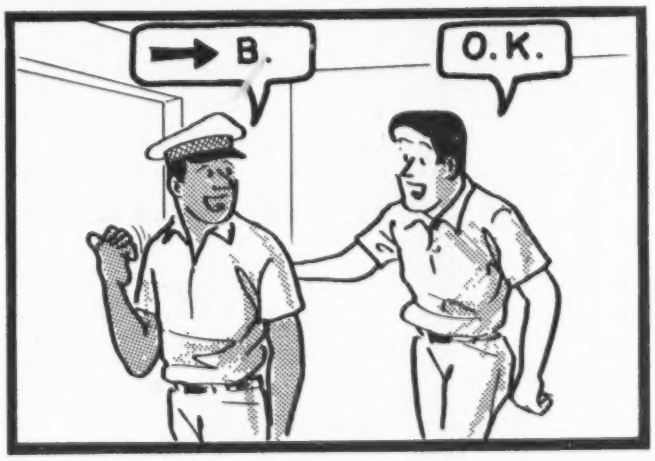

K.
J.B. in B.
RUM
RUM

RUM

INTEREST

MAHOGANY
WILL HAVE TIME


YOU TELL ME...
SLY... Port-au-Prince


B.
O.K.

## III. RECITATION

A. Reenact the dialogue.

B. Answer the following questions on the dialogue:

1-13. See Valdman, pages 213-214.
14. Pou ki sa Makdonal té bézouen fè youn ti dòmi?
15. Eské sé manadjè-a ki lévé Makdonal?
16. Ou ta dòmi bien nan otèl Makdonal la tou?
17. Ki sa chofeù-a mandé Makdonal leù msieu lévé?
18. Ki plan chofeù-a ak Makdonal t ap fè?
19. Eské Makdonal té konn Pétionvil ak Kenskòf déja?
20. Koté chofeù-a vlé mennen Makdonal pandan yo sou rout Kenskòf-la?
21. Eské deu mésieu yo gen menm plan?
22. Eské bagay pou achté entérésé Makdonal?
23. Ki sa ki pi entérésé l?
24. Konben boutèy ronm ou tava achté si ou t alé Pòtoprens?
25. Touris pa kab alé ka Jann Babankou si yo pa vlé achté?
26. Ki lòt koté chofeù a vlé mennen blan-an?
27. Leù ou Boutilié ki sa ou kab oué?
28. Eské Boutilié anro mòn ou bien anba bò lanmè?
29. Ki bò Makdonal di pou mennen ni anvan?
30. Eské yo dakò pou alé Boutilié-a?

## IV. DRILL AND TRANSLATION

| Exercise | Reference in Valdman |
|---|---|
| 1. Lexical Variation | pages 212-213 |
| 2. Grammar Exercises | 215-219 |
| 3. Translations | 215-217, 219 |
| 4. Test (translation) | 214 |

## V. LEKTU

### VAKANS

Sé pa seùlman nan avion touris vouayajé. Avion sé pou moun ki présé rivé é pou touris ki pa gen anpil vakans. Men gen lòt jan pou vouayajé tou. Si sé sou tè ou ap vouayajé, ou kab pran avion si ou présé, ou bien ou kab alé nan oto ou, nan otobus ou nan tren. Si sé lòt bò dlo ou vlé alé, ou ka pran avion tou, si ou présé, ou bien ou ka pran bato si ou gen tan é si ou pa moun ki konn malad sou lanmè.

Leù ou vouayajé sou tè, gen plis bagay ou ka ouè. Men gen anpil moun ki pito vouayajé sou lanmè paské yo pa bezouen ouè anpil bagay, men yo gen tan pou yo fè anpil bagay. Sa ki gen anpil lajan yo menm, yo gen bato yo pou yo, é yo kab alé koté yo vlé, leù yo vlé. Men, pou kondui youn bato, li mèt piti, sé youn paket afè, paské leù ou nan mitan lanmè, sé dlo seùlman ou ouè tou patou. Alòs, fòk ou bon maren, fòk ou bon navigatè pou ou konn konman pou ou jouenn koté ou vlé alé-a.

Youn lòt bagay ki difisil ankò, sé pou ou konnen konbien tan ou ap pasé déyo, pou fè provizion pou tout moun abò-a. Pasé, si ou manké manjé, si ou manké dlo sou lanmè, sé youn bagay ki grav anpil. Leù bato ou pa tro chajé, épi leù ou gen bon manjé ak dlo, ou gen bon maren kòm kanmarad de vouayaj, leù lanmè kalm avèk bon van k ap souflé, sé youn paket plézi pou ou alé koté ou vlé, é pou ou vizité chak jou youn lòt rad ke ou pa té konnen anvan.

## Késtion

1. Sé nan avion seùlman touris vouayajé?
2. Pou ki kalité moun avion yé?
3. Si ou pa gen anpil vakans é ke ou ap vouayajé, kouman pou ou vouayajé?
4. Eské gen lòt jan pou moun vouayajé?
5. Ki jan youn moun ka vouayajé sou tè?
6. Eske li kapab pran avion tou?
7. Ki jan nou ka vouayajé si nou pral lòt bò dlo?
8. Sé tout moun ki ka vouayajé sou lanmè?
9. Pou ki sa?
10. Eske ou konn malad sou lanmè?

11. Ki koté ki gen plis bagay pou ouè leù ou ap vouayajé, sou tè ou bien sou lanmè?
12. Pou ki sa gen moun ki pito vouayajé sou lanmè?
13. Ki bagay youn moun ka fè leù l ap vouayajé sou lanmè?
14. Nou renmen vouayajé sou lanmè?
15. Ki jan ou pito vouayajé?
16. Ki kalité moun ki gen bato yo?
17. Moun sa ki gen bato yo, yo kab alé koté yo vlé?
18. Eské menm moun sa-yo kapab alé youn koté leù yo vlé?
19. Ou kapab alé koté ou vlé, leù ou vlé?
20. Eske ou gen youn bato?

21. Eske sé youn ti zafè pou kondui youn bato?
22. Leù ou nan mitan lanmè, ki sa ou ouè tou patou?
23. Leù kon sa ou pa ouè tè ditou?
24. Tout moun kapab kondui youn bato?
25. Ki sa pou ou yé pou ou ka kondui youn bato?
26. Sé navigatè seùlman ki travay sou bato?
27. Ki moun ankò nou ka ouè sou youn bato?
28. Leù ou pral sou lanmè pou kèk jou, ki sa pou ou sonjé poté abò?
29. Ki sa pou ou konnen anvan ou konnen konbien provizion pou ou poté?
30. Madanm ou fè provizion jodi-a?

31. Pou konben moun pou ou fè provizion lakay ou?
32. Si mankè manjé ak dlo sou lanmè, eske sé youn bagay grav?
33. Nou konn mankè manjé lakay nou?
34. Eske gen de koté moun konn mankè manjé?
35. E an Aiti?
36. Bato yo konn trò chajé?
37. Leù bato yo trò chajé, eské yo ka vouayajé bien?
38. Eske lanmè toujou kalm?
39. Konben maren ki genyen isit-la?
40. Maren sa yo konn navigé youn bato?

## VI. TOWARD FREE EXPRESSION

Students ask each other the questions they prepared as homework.

L. 22

VOCABULARY

| | |
|---|---|
| abò, adv. | on board, aboard |
| afè, zafè, n. | affair, thing, matter, business |
| akajou, kajou,n. | mahogany |
| ala | how, what a (emphatic) |
| an avan | forward, let's go |
| anpéché, v. or adj. | to prevent, prevented |
| aprè demen, apré demen | the day after tomorrow |
| asouè, soua, n. | evening |
| Babankou, n. | Barbancourt, a family name, brand of Haitian rum |
| bakoulou, n. or adj. | sly fellow; sly |
| baré, v. | to stop, to block off one's way |
| bijou, n. | jewelry |
| boutèy, n. | bottle |
| Boutilié | Boutiliers, a mountain resort overlooking Port-au-Prince |
| chajé, v. or adj. | to load; loaded |
| chòp, n. | tourist shop |
| entérésé, v. or adj. | to interest; interested |
| fèt, n. | holiday, feast, anniversary |
| Fusi, pr.n. | Furcy, a village near Kenscoff |
| gouté, v. | to taste |
| grav, adj. | grave |
| Jan Babankou, pr.n. | Jeanne Barbancourt, rum distiller |
| kalm, adj. | calm |
| kalmé, kalmen, v. | to calm |
| koupé, v. or adj. | to cut; cut |
| lézòt (pl.), lòt, adj. | other |
| likeù, likè, n. | liqueur |

| | |
|---|---|
| mankē, v. or adj. | to miss; missed |
| maren, n. | sailor |
| minut, n. | minute |
| mitan, n. | middle |
| moua, n. | month |
| nan mitan | between, right in the middle |
| navigateù, navigatè, n. | navigator |
| nen, n. | nose |
| pandan, prep. | during, while |
| pèsòn, indef. pron. | no one, nobody |
| plan, n. | plan |
| poté, v. | to wear |
| provizion, n. | provisions, supplies, food |
| rad, n. | roadstead, anchorage, port |
| rès, n. | remainder, rest |
| ronm, n. | rum |
| sapat, n. | sandals |
| semèn, sémèn, n. | week |
| senpleman, adv. | simply |
| tablo, n. | painting |
| ta leù, ti ta leù tou ta leù | in a short while |
| tè, n. | land, earth, ground, soil |
| touché, v. | to touch |
| trankil, adj. | quiet |
| tren, n. | train |
| vakans, n. | vacation |
| youn kat jé noua,n. phr. | sunglasses (lit., (a) four black eyes) |

Idiomatic Expressions

| | |
|---|---|
| kon sa menm | really, just like that |
| sé youn pakèt afè | it's a big affair; it's something fantastic. |

Lesson 23

AT THE RIFLE RANGE

Sergeant: The other day, I taught you the name of each part of a rifle. That's something you ought to know well. Pvt. Sédieu!

Pvt. Sédieu: Here, Sergeant.

Sergeant: Front and Center
Four steps forward! March!
Right shoulder arms!
Present arms!
Right shoulder, arms!
Left shoulder, arms!

Good. Now, take apart the rifle and give me the name for each part.

Pvt. Sédieu: This is the barrel. The bullet passes through it.

Sergeant: You, Pvt. Jak, show me the stock.

Pvt. Jak: Here it is, sergeant. It's made of wood.

Sergeant: Pvt. Sédieu, what is the stock used for?

Pvt. Sédieu: When firing the rifle, the stock is rested on the front part of the shoulder. It helps the soldier to hold the rifle and aim.

Sergeant: And what is this part, this little thing on the top of the front part of the barrel?

Pvt. Sédieu: It's called the front sight.

Sergeant: And this on the top of the back part of the barrel?

Pvt. Sédieu: That is the rear sight. It's used with the front sight to align the rifle with the target.

Sergeant: Good. Pvt. Asèn, what is that?

Pvt. Asèn: That, sergeant, is the magazine; it carries the bullets.

Sergeant: Pvt. Jak, what is that?

Pvt. Jak: That's the magazine-well. The magazine fits into it.

Sergeant: And what is that?

Pvt. Jak: That's the bolt.

Sergeant: How is it used?

Pvt. Jak: It holds the firing pin which actually causes the powder charge in the cartridge to burn.

Sergeant: Good. Tomorrow we are going to start firing.

Fall in!
Dress right, dress!
Forward!
March!

## I. PERCEPTION DRILL

1. Kouté épi répété fraz sa-a:

Sa-a sé figu mouen. (point at my face)
Kounié-a montré m figu nou. (The students point to their faces.)

Répété menm fraz-la.

Répété: Sa-a sé zépòl mouen. (point to my shoulder)
Montré m zépòl nou. (The students point to their shoulders.)

Répété dènié fraz-la.

Répété apré mouen: Nou gen youn figu men nou gen deu zépòl.

Nou gen zépòl douat; nou gen zépòl gòch.

Nou gen youn seul kò.

2. Answer the following questions:

| QUESTIONS | ANSWERS |
|---|---|
| Konben bra ou genyen? | M gen deu bra. |
| Konben figu ou genyen? | M gen youn seul figu. |
| Konben nen ou genyen? | |
| Konben men ou genyen? | |
| Konben zépòl ou genyen? | |
| Konben kò ou genyen? | |
| Konben zòrèy ou genyen? | |
| Konbien bra ou genyen? | |
| Konben tèt ou genyen? | |
| Konben zépòl ou genyen? | |
| Konbien zòrèy ou genyen? | |
| Konbien men ou genyen? | |

L. 23

3. Kouté épi répété:

Sa-a sé youn moso boua. Pòt-la an boua.
Tab-la pa an boua.

Substitute the following cues for baton-an in the sentence Baton sa-a an boua:

| CUE | SENTENCE |
|---|---|
| baton-an | Baton sa-a an boua. |
| mato yo | Mato sa yo an boua. |
| bouat yo | |
| tab-la | |
| kay-la | |
| zouti yo | |
| ouaf-la | |
| kabann yo | |
| kamionèt yo | |
| rabo yo | |
| magazen-an | |
| légliz-la | |

4. Kouté pa répété: (refer to diagram of rifle)

Nou konnen déja sa youn fizi yé. Jodi-a nou pral aprann non tout pièS youn fuzi genyen.

Kounié-a répété apré mouen.

Fizi sèvi ak bal pou tiré.
PièS fuzi-a, koté bal-la pasé-a, rélé kanon.
Leù n ap tiré, n apiyé dèyè kròs-la sou zépòl nou.
Sé pou nou kolé figu nou sou kròs-la tou.
Ti bagay ki sou tèt devan kanon-an rélé gidon.
Ti bagay ki sou tèt dèyè kanon-an rélé òs.
Sou chan d ti, nou tiré sou youn sib.
Pou nou tiré nan mitan sib-la, fò nou vizé bien.
Pou nou vizé bien, fò òs ak gidon-an sou menm aliyman.
Nau mété bal yo nan chajeù-a.
Nou mété chajeù-a nan magazen fuzi-a.
Magazen fuzi-a sé koté ki resevoua chajeù-a.
Pou pasé youn bal nan kanon fuzi-a, nou baskulé kulas-la.

5. Kouté pa répété:

A lè ki lé nou konnen non pièsfuzi yo.
Pou pi su aprann yo ankò asouè-a.
A lè ki lé kouté épi répété.

Nou konmansé konn kréòl-la Chak jou nou gen mouens bagay pou n aprann. Nou travay mouens tou.
Nou travay mouens pasé mouen.

6. Replace'plis'with'mouens'in the following sentences:

| SENTENCES | RESPONSES |
|---|---|
| M fè plis afè pasé tonton ou. | M fè mouens afè pasé tonton ou. |
| N achté plis akajou a lè ki lé. | N achté mouens akajou a lè ki lé. |
| Asouè-a ap gen plis boutèy ronm. | |
| Apré démen y ap chajé kamion-an plis. | |
| A lè ki lé gen plis likeù nan chòp yo. | |
| Fanm poté plis bijou a lè ki lé. | |
| Gen plis maren pasé sòlda. | |
| Pèsonn pa gen plis provizion. | |
| Gran moun gen plis vakans pasé ti-moun. | |
| Sémenn sa-a gen plis yan. | |
| M gen plis léspri pase ou. | |
| Nou gen plis traka ak kréòl-la moua sa-a. | |

L. 23

7. Koute épi répété:

Nou isit pou n aprann kréòl. Sé sa nou la pou fè.
Sé sa liétnan-an la pou fè tou.
Sé sa nou tout la pou fè.

8. Substitute the cues for nou in the sentence Sé sa nou la pou fè:

| CUES | SENTENCES |
|---|---|
| bòn-nan | Sé sa bòn-nan la pou fè. |
| maren-an | |
| ou | |
| gran moun yo | |
| mouen | |
| navigateù-a | |
| pitit fil-a | |
| nou tout | |
| abitan-an | |
| chèf séksion-an | |
| li | |

9. Substitute the cues for afè in the sentence Sé youn afè ki su.

| CUES | SENTENCES |
|---|---|
| maren | Sé youn maren ki su. |
| plan | |
| bagay | |
| tren | |
| istoua | |
| gason | |
| métié | |
| kafou | |
| paròl | |
| kanmarad | |
| ruèl | |

10. Koute épi répété:

Nou dòmi tousuit leù nou monté kabann nou.
Men gen dé leù, nou viré, nou tounen, nou pa kapab dòmi.

Nou pa ka dòmi du tou.
Nou pa sa dòmi menm.
Pou ki sa ou kapab pa ka dòmi?
Pou ki sa ou kab pa ka dòmi?
Pou ki sa ou ka pa ka dòmi?
Pou ki sa ou ka pa sa dòmi?
M ka pa ka dòmi, paské m pa gen bon kabann.

11. Add the pattern ka pa ka to the following sentences:

| SENTENCES | RESPONSES |
|---|---|
| Li pa konnen sa y ap fè. | Li ka pa ka konnen sa y ap fè. |
| Madanm-nan pa vouayajé. | Madanm-nan ka pa ka vouayajé. |
| Touris yo pa rivé Fusi. | |
| Lézòt bato yo pa rantré nan rad-la. | |
| Navigateù-a pa pran vakans. | |
| Pèsonn pa di anyen. | |
| Nèg-la pa achté sapat-la. | |
| Maren-an pa fè sémèn-nan ak madanm-ni. | |
| Asouè-a ou p ap bouè likeù. | |
| Chèf séksion-an pa baré vòlò-a. | |
| Chofeù-a pa mennen blan-an Boutilié. | |
| Ti-fi-a pa goumen ak ti-gason-an. | |

L. 23

## II. DIALOGUE

### Sou chan d tir

Youn ploton sòlda ap fè égzèsis de tir. Sé Sèjan Pòl. K ap ba yo enstriksion.

Sèjan: Ploton, lòt jou m montré nou kouman yo rélé chak piès fizi-a. Sé bagay pou nou konnen bien. Sòlda Sédieu!

Sédieu: Prézan.

Sèjan: Sòté dè ran.

Sédieu: Avozòd.

Sèjan: Kat pa an avan; an avan mach!

Sédieu: En, de, toua, kat.

Sèjan: Poté, am!
Prézanté, am!
Am a lépòl douat, douat!
Am a lépòl gòch, gòch!
Dépozé, am!

Bon, a lè ki lé, démonté fizi-a é ban mouen non chak piès yo.

Sédieu: Sa-a sé kanon-an. Sé ladan ni bal-la pasé.

Sèjan: Ou-menm sòlda Jak koté sa yo rélé kròs-la.

Sédieu: Men li sèjan. Sé piès sa-a ki an boua.

Sèjan: Sòlda Sédieu di m ki sa kròs-la sèvi.

Sédieu: Sé li pou apiyé devan zépòl ou épi ou kolé bò figi ou sou li pou ou kab vizé bien.

Sèjan: E sa, sa sa-a yé, ti bagay ki sou tèt devan kanon-an?

Sédieu: Sa-a, yo rélé li gidon.

Sèjan: E sa-a, sou tèt dèyè kanon-an?

Sédieu: Sa-a, sé òs-la; Sé li pou ou ajusté sou gidon-an pou ou vizé sib-la jus.

Sèjan: Bon. Ou-menm sòlda Asèn. Konman yo rélé sa a?

Asèn: Sa-a sèjan, yo rélé li chajeù, sé li ki gen bal yo.

Sèjan: Sòlda Jak, sa sa-a yé?

Jak: Sa-a sé magazen-an. Sé laden ni pou ou fouré chajeù-a.

Sèjan: E sa-a?

Jak: Sa-a sé kilas.

Sèjan: Ki sa li sèvi?

Jak: Sé li yo baskilé pou pasé youn bal o kanon.

Sèjan: Bon, démen nou pral kòmansé tiré.
Sòlda Sédieu retounen lan ran.
Ploton...a douat, aliyman. Gad-a-vou! An avan, mach!

HOMEWORK

A. Study the dialogue well enough so that you can work with it freely in class tomorrow. You need not memorize it word for word.

B. Check your knowledge of the vocabulary.

C. Read the following grammar notes:

1. Mouen/mouens 'less, minus' (see Grammar Notes, L. 19 about pi/plis.)

2. Mouen 'less' and pi 'more' are used to express the comparative degree of adjectives of quality.

Examples: Oto sa-a mouen bèl.
(This car is less beautiful.)

Ti gason-an pi fò pasé ti fi-a.
(The boy is stronger than the girl.)

3. Mouens 'less' and plis 'more' are used to express the comparative degree of quantity.

Example: Mouen gen mouens lajan pasé ou.
(I have less money than you.)

Nou gen plis liv pasé yo.
(We have more books than they.)

Note: Pasé may be replaced by ké in most cases of the comparative.

Example: Anita pi bèl ké Sésé.

Or: Anita pi bèl (ugly) pasé Sésé.

4. Most Creole speakers prefer pi/plis plus adjective to mouen/mouens plus the appropriate antonym. They will, for example, say:

Pié boua a pi ro ké kay-la.
rather than: Kay-la mouen ro ké pié boua-a.

say: Anita pi bèl ké Sésé.

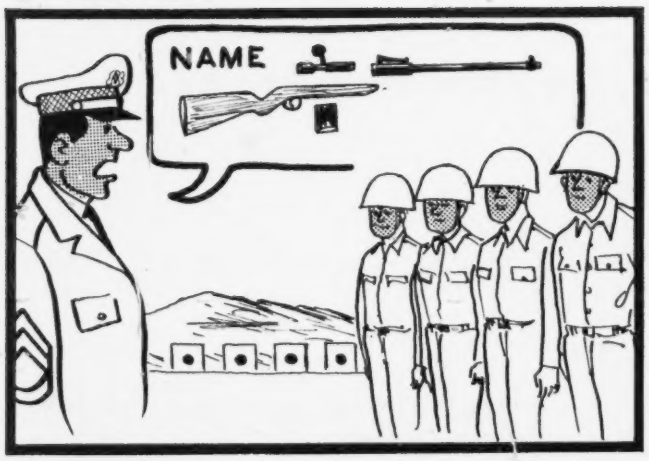
or: Sésé pi lèd (ugly) pasé Anita.

rather than: Sésé mouen bèl ké Anita.

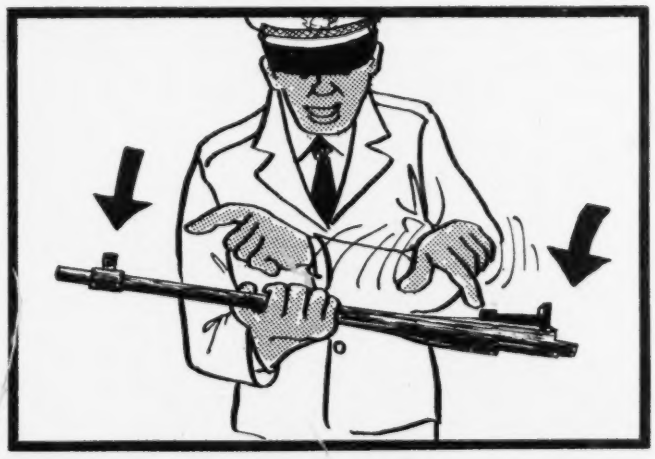
5. Ka, kab, or kapab 'may, can, be able to ' may be used interchangeably.

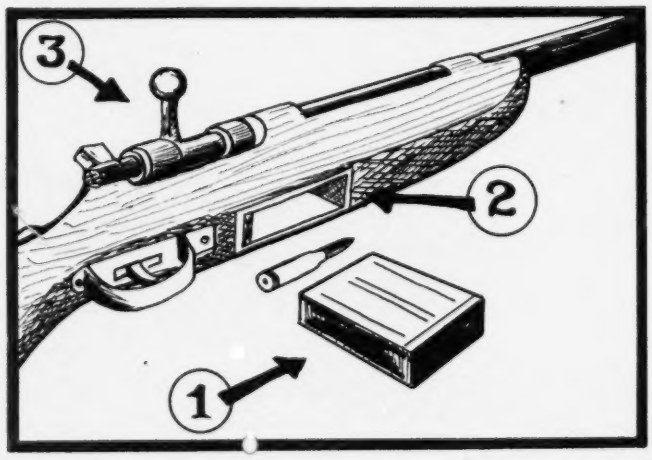
Study the following examples:

| | |
|---|---|
| Mouen kab pa ka vini. | I may be unable to come. |
| Mouen ka pa kab vini. | " |
| Mouen ka pa kapab vini. | " |
| Avion an kab pa ka atéri. | The plane may be unable to land. |
| Or: | The plane may not be able to land. |


NAME

SÉDIEU!
4 STEPS ←!

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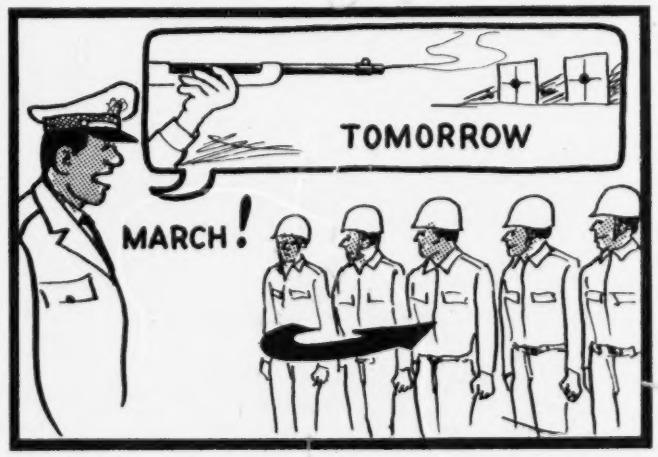

TOMORROW
MARCH!

## III. RECITATION

A. Reenact the dialogue.

B. Answer the following questions on the dialogue:

1. Ki sa k ap fè égzèsis de tir? (youn ploton)
2. Ki koté sòlda yo ap fè égzèsis yo? (Chan d tir)
3. Ki moun k ap ba yo enstruksion? (sèjan Pòl)
4. Ki sa sèjan Pòl té montré sòlda yo lòt jou?
5. Eske sòlda yo konn piès fuzi yo bien?
6. E ou-menm, eske ou konn piès fizi yo?
7. Lè youn sèjan rélé non youn sòlda, sa pou sòlda-a réponn? (prézan)
8. Ki sa sèjan-an di sòlda Sédieu pou li fè? (Sòté dè ran)
9. E ki sa Sédieu réponn ni? (Avozòd.)
10. Pou ki sa sèjan-an di Sédieu pou li fè kat pa an anvan?

11. Leù Sédieu fè kat pa an avan, ki sa sèjan-an di l pou l fè? (Poté am, etc.,.....)
12. Eske ou kapab fè sa sèjan-an mandé Sédieu fè-a?
13. Pou ki sa li di Sédieu pou démonté fizi-a?
14. Nou ka démonté youn fizi?
15. Konman yo rélé koté bal-la ka pasé nan fizi-a?
16. E piès ki an boua, nan dèyè fizi-a? (kròs)
17. Leù ou pral tiré youn fizi, ki sa pou ou fè ak kròs-la?
18. Si kròs-la bien apiyé devan zépòl-ou, eske ou a vizé bien?
19. Nou konn vizé bien?
20. Gen youn ti bagay devan, sou tèt kanon-an, kouman li rélé? (gidon)

21. E piès ki sou tèt dèyè-a?
22. Ki sa òs-la sèvi nan youn fizi?
23. Leù youn moun ap aprann tiré, sou ki sa yo fè li tiré?
24. Eske ou konn vizé jus?
25. Konman yo rélé bagay yo mété bal yo? (chajeù)
26. E koté pou ou fouré chajeù-a nan fuzi/ (nan magazen-an)
27. Ki piès yo baskulé pou pasé youn bal o kanon? (kilas-la)
28. Ki sa sèjan-an pral fè sòlda yo fè démen?
29. Leu ou vlé tout sòlda rété douat, ki sa pou ou di yo? (Gad-a-vou)
30. Ki dènié bagay sèjàn an di ploton-an? (An avan, mach!)

## IV. DRILLS AND EXERCISES

1. Add the following cues to the pattern Sòlda yo... fizi yo...:

| CUES | SENTENCES |
|---|---|
| apiyé sou tab-la | Sòlda yo apiyé fizi yo sou tab-la. |
| ap chèché | Sòlda yo ap chèché fizi yo. |
| té kouvri | |
| va ajusté démen | |
| Sé pou démonté | |
| bat vòlè yo ak | |
| baskulé pou pasé youn bal o kanon | |
| mété chajeù yo nan magazen | |
| démonté piès | |
| kolé figi yo sou kròs | |
| baskulé kulas | |
| apuyé kròs devan zépòl yo | |

2. Réponn késtion yo:

| QUESTIONS | ANSWERS |
|---|---|
| Kouman piès fizi koté bal-la pasé-a rélé? | Piès fizi koté bal-la pasé-a rélé kanon. |
| Kouman piès ki an boua dèyè fizi-a rélé? | Piès ki an boua dèyè fizi-a rélé kròs. |
| Devan ki sa pou ou apiyé kròs-la? (zépòl mouen) | |
| Pou ki sa ou kolé figi ou sou kròs la? (vizé bien) | |
| Konman yo rélé ti piès sou tèt devan kanon-an? (gidon) | |
| Konman yo rélé ti piès ki sou tèt dèyè kanon-an? (òs) | |

(continued)

Sou ki sa pou ou ajusté
òs-la pou ou ka vizé?
(gidon)
Sou ki sa sòlda yo vizé
sou chan d tir? (sib)
Kouman yo rélé bagay ki
gen bal yo? (chajeù)
Ki koté yo mété chajeù-a
pou tiré? (magazen)
Ki sa yo rélé magazen?
(Koté yo mét chajeù-a)
Ki sa pou ou baskulé pou
pasé youn bal o kanon?
(kulas)

3. Give the military commands according to cues:

| CUES | COMMANDS |
|---|---|
| Tell the platoon to shoulder arms. | Poté, am! |
| Tell the platoon to present arms. | Prézanté, am! |
| Tell the platoon to right shoulder arms. | Am a lépol douat, douat! |
| Tell the platoon to left shoulder arms. | Am a lépol gòch, gòch! |
| Tell the platoon to be at attention. | Gad a vou, fiks! |
| Tell the platoon to forward four steps. | Kat pa an avan, mach! |
| Tell soldier Sédieu to fall out. | Sòlda Sédieu sòté dè ran! |
| Tell the platoon to dress right. | A douat aliyman, mach! |
| Tell the platoon to order arms. | Dépozé, am! |

4. Kounié-a louvri liv nou paj...Chak pòtré yo sé youn moso nan kò nou. Sé pou nou di m kouman chak rélé. Réponn késtion m yo.

   1. (un) Ki moso kò ou sa-a yé? (pause)
      Sa-a sé bra mouen.

   2. (deu) Ki moso kò ou sa-a yé? (pause)
      Sa-a sé zorèy mouen.

   3. (toua) Ki moso kò ou sa-a yé? (pause)
      Sa-a sé men mouen.

   4. (kat) Ki moso kò ou sa-a yé? (pause)
      Sa-a sé nen mouen.

   5. (senk) Ki moso kò ou sa-a yé? (pause)
      Sa-a sé zépòl mouen.

   6. (sis) Ki moso kò ou sa-a yé? (pause)
      Sa-a sé figu mouen.

   7. (sèt) Ki moso kò ou sa-a yé? (pause)
      Sa-a sé jé mouen.

   8. (uit) Ki moso kò ou sa-a yé? (pause)
      Sa-a sé tèt mouen.

   9. (neùf) Ki moso kò ou sa-a yé? (pause)
      Sa-a sé do mouen.

   10. (dis) Ki moso kò ou sa-a yé? (pause)
       Sa-a sé lang mouen.

5. A leù ki lé, konté pa dis (10). Konmansé avèk un (1) jus nou rivé deu san un (201). M a répété apré nou. Konmansé.

   Pause...un(1) , pause...onze(11),pause...venteun(21),
   ...(31),...(41),...(51)...,61,...71,...81,...91,...
   101,...110,...111,...131,...141,...151,...161,...171,...
   181,...191,...201,.....

6. Transform the following sentences by using mouens:

| SENTENCES | TRANSFORMATIONS |
|---|---|
| Pa gen anpil aksidan a leù ki lé. | Gen mouens aksidan a leù ki lé. |
| Pa gen anpil boua sou mòn yo. | Gen mouens boua sou mòn yo. |
| Moua sa-a pa gen anpil djòb. | |
| Pa gen anpil bal pou gad yo. | |
| Pa gen anpil fizi nan kazèn-nan. | |
| Semèn sa-a pa gen anpil maren ki débaké. | |
| Pa gen anpil sòlda nan ploton sa-a. | |
| Jodi-a pa gen anpil étudian ki prézan. | |
| A leù ki lé pa gen anpil vokasion. | |
| Pa gen anpil moun nan provens yo. | |
| Pa gen anpil gason ki fè kariè militè. | |
| Yo pa bay sòlda yo anpil enstruksion. | |

7. Make a complete sentence with each of the following words and say it out loud. Then write the sentences down and give them to the teacher for correction. (about 10 to 12 min.)

| | | |
|---|---|---|
| aliyman | gad kòt | sib |
| baskulé | démonté | gòch |
| kapital | piès | boua |
| | marin | |

8. Translate the following sentences, making use of kap, ka, kab, and kapab:

a. He may be unable to come.

b. The manager may not be able to wake up Mr. MacDonald.

c. You may be unable to do it yourself.

d. The driver may not be able to go to Boutiliers.

e. The sick girl may be unable to sleep.

f. The tourist may not be able to buy the car.

g. The lady may be unable to purchase the vegetables.

h. The children may not be able to go to church.

i. We may be unable to take our vacation this week.

j. My brother may be unable to come back today.

L. 23

## V. LEKTU

### Kariè militè

Nan tout péi, gen moun ki antré nan lamé paské yo renmen sa, ou bien yo santi yo gen bon dispozision pou sa. Sé sa yo rélé vokasion. Gen anpil lòt moun menm ki anrolé nan youn branch ou bien nan youn lòt paske yo pa ka jouenn youn lòt djòb pou yo fè. An Aiti, kòm tou patou, sé menm bagay; ou jouenn militè ki gen vokasion-an, tankou ou ka jouenn tou ki antré ladan n poutèt ke sé youn kòb ki su, é poutèt otorité yo genyen sou sivil.

Genyen toua branch nan lamé d Aiti: sé Enfantri, Aviasion ak Marin. Sé Enfantri ki gen plis moun, kòm nan tout lòt péi, paské li kouvri tout péi-a. Aviasion ak Marin menm, yo gen mouens moun, paské s Pòtoprens, nan kapital-la seùlman yo yé. Anpil nèg p ap antré nan aviasion, paske yo pè monté anlè pou yo pa tonbé; dòt menm p ap anrolé nan marin paske yo pè dlo.

Marin-nan, an Aiti, sé pa sa yo rélé "Mérin" O Zétazuni, men sé sa Ameriken rélé "Névi". An Aiti, yo rélé li gad kòt paské sé sèl travay li la pou fè, sa vlé di ké sé-li ki la pou suveyé kòt péi-a. Aviasion an Aiti fè sèvis komèsial tou. Li gen youn sèvis vouayaj avèk vil provens ki louen kapital-la, sa vlé di plis ké san kilomèt. O Zétazuni sa ta fè souasant "mayl." Sé youn bon bagay, pasé gen dé koté rout yo pa bon menm, é si lapli tonbé, ou kab pa ka konnen ki leù ou a rivé. Menm aviasion militè-a fè sèvis lapòs tou. Aviasion-an sé youn sèvis ki maché bien an Aiti. L ap maché dépi trant an, avèk avion ki gen menm laj-la. Sé youn seùl foua té gen youn aksidan dépi leù sa-a. Nan pouen youn seùl lot péi, ki bato rekò sa-a.

## Késtion

1. Nan ki péi gen moun ki antré nan lamé?
2. Pa gen pèson ki gen bon dispozision pou sa?
3. Eské gen moun ki gen vokasion-an?
4. Eské yo renmen ni leù yo gen vokasion-an?
5. Eské gen moun ki anrolé san vokasion?
6. Sa ki fè gen moun ki anrolé san vokasion?
7. An Aiti sé pa menm bagay?
8. Sivil gen otorité sou militè an Aiti?
9. Konbien branch ki genyen nan lamé d Aiti?
10. Eské sé menm avèk tout lòt péi?

11. Eske enfantri an Aiti sé sa yo rélé "armi" O Zétazuni?
12. Marin an Aiti sé sa yo rélé "Mérin" O Zétazuni?
13. Sé aviasion ki gen plis moun?
14. Ki branch ki gen plis moun?
15. Pou ki sa enfantri gen plis moun?
16. Eské tout moun renmen aviasion?
17. Pou ki sa sé pa tout moun ki renmen aviasion?
18. Konman yo rélé branch marin-nan an Aiti?
19. Ki travay li la pou l fè?
20. Eské tout moun renmen ni?

21. Ki jan moun ki pa renmen monté sou lanmè?
22. Eské aviasion gen plis moun pasé enfantri an Aiti?
23. Eske li sivéyé péi a tou?
24. Ki lòt sèvis li fè?
25. Eské li pran vouayajeù pou vil provens?
26. Eské tout rout an Aiti sé bon rout?
27. Ou ka vouayajé pi fasil leù lapli tonbé?
28. Vil provens ki a trant kilomèt, eské yo louen kapital-la?
29. Aviasion militè pa fè sèvis lapòs?
30. Eské gen aviasion sivil an Aiti pou fè sèvis komèsial?

31. Aviasion pa maché bien an Aiti?
32. Dépi ki leù gen aviasion an Aiti?
33. Eské avion yo la lontan?
34. Eské yo fè anpil aksidan.
35. Eské moun ka sové fasil leù youn avion tonbé?
36. Eské moun ka sové leù bato fè aksidan sou lanmè?
37. Eské konn gen vouayajeù ki mouri nan aksidan avion an Aiti?
38. E nan lòt péi?
39. Ki moun ki konn monté sou bato déja?
40. E nan avion?

L. 23

## VI. WRITTEN COMPOSITION

Instructions to students:

1. Write a short composition on any or a given topic.
(15 min.)

2. Read your composition to the class.
(2-3 students)

3. Ask questions on the compositions read.

## VOCABULARY

| | |
|---|---|
| ajustē, v. | to adjust, fit |
| aksidan, n. | accident |
| a lè ki lé, a leù ki lè, adv. | now |
| aliyman, n. | alignment, line |
| apuyé, apiyé, v. | to lean, rest |
| aviasion, n. | Air Force,aviation |
| avozòd, int. | at your order |
| bal, n. | bullet |
| baskulé, baskilé, v. | to cock |
| bat, v. | to beat |
| boua, n. | wood |
| branch, n. | branch |
| chajeù, n. | magazine |
| démonté, v. | to take apart |
| dispozision, n. | disposition |
| djòb, n. | job |
| dòt,pron. | others |
| douat, adj. | right |
| enfantri, n. | Infantry |
| enstruksion, enstriksion,n. | instruction |
| figu, figi, n. | face, visage |
| gidon (fizi), n. | front sight (of gun) |
| gòch, adj. | left |
| Jak, pr.n. | Jacques (Fr) /James/ |
| ka, kab, kapab, aux. | may |
| kanon (fizi), n. | barrel |
| kapital, n. | capital |
| kariè, n. | career |
| kulas, kilas, n. | bolt |
| kò, n. | body |
| komèsial, adj. | commercial |
| kòt, n. | coast |
| gad kòt, cpd. n. | Coast Guard |
| kouvri, v. | to cover |
| kròs, n. | stock |

L. 23

| | |
|---|---|
| magazen, n. | magazine-well |
| marin, n. | navy |
| militè, n. or adj. | military |
| mouen, mouens, adv. or prep. | less, minus |
| òs, (fizi), n. | rear sight |
| otórite, n. | authority |
| pè, peù, adj. | scared,afraid |
| piès, n. | part |
| ploton, n. | platoon, squad |
| Pòl, pr.n. | /Paul/ |
| prézan, adj. | present |
| provens, n. | country town |
| rekò, n. | record |
| santi, v. | to feel |
| seùl, sèl, adj. | alone |
| sib, n. | target |
| Sédieu, Sédié, pr. n. | (a man's name) |
| tèt, n.or prep. | head, above, over, on, on top of |
| vokasion, n. | vocation |
| zépòl, n. | shoulder |

Military Commands

| | |
|---|---|
| Gad-a-vou! | Attention! |
| Mach! | March! |
| Pasé youn bal o kanon. | Load! |
| Soté dè ran! | Fall out! |

Lesson 24

## FIRST COMMUNION

Mr. MacDonald is asking Mrs. Toma about First Communion.

MacDonald: Hi! Good morning, Madam. How do you do?

Mrs. Toma: Oh! I'm fine, thank you. But who are you? We have never seen you in this area.

MacDonald: My name is MacDonald. I'm not from here.

Mrs. Toma: What fair wind brings you here? You don't look like a native of this country.

MacDonald: No, I'm from the United States. I'm an, an American journalist, and I came to spend a few days in your beautiful country.

Mrs. Toma: I'm glad you like the country, Mr. MacDonald. My name is Mrs. Toma.

MacDonald: The reason why I came here is that I heard there is First Communion in the village.

Mrs. Toma: Ah! You know a lot. That's true, there is First Communion here today. Didn't you ever see one before?

MacDonald: We do have it in my country, but I don't think it's observed the same way. That's why I came to see yours.

Mrs. Toma: All right, then! My daughter is receiving her First Communion today. You are going to see her in a while.

MacDonald: Ah! I'm very glad I came to the right place. Where is your daughter now?

Mrs. Toma: She went to church already with her older sister. They will be back in half an hour.

MacDonald: I thought it was given on Sundays only.

Mrs. Toma: No. It can be on Thursdays, like today, or Fridays, or any day. It depends on what day the local Saint's day falls.

MacDonald: Ah! I understand! I know that today is Saint James' day. Does that mean that Saint James is the patron of the village?

Mrs. Toma: Exactly, Mr. MacDonald. You do know a great deal. Well, here is the bell of the church ringing now. It means that the ceremony is over.

MacDonald: Are the children coming immediately?

Mrs. Toma: No, they have to greet acquaintances and friends, and then all the people will come home with them for a little celebration.

## I. PERCEPTION DRILL

1. Kouté pa répété:

Nou kouè kréòl-la difisil. Li gen lè difisil, men li pa difisil.
Gen lè n ap dòmi? Non? M té kouè nou t ap dòmi.
Ou konprann sa m ap di-a? M pa kouè ou konprann.
Gen lè ou pa konprann.
E ou menm? Gen lè ou renmen kréòl-la?
Ou gen lè renmen kréòl-la?

2. Add gen lè 'seem' to the following sentences:

| SENTENCES | RESPONSES |
|---|---|
| Jak fè youn aksidan. | Gen lè Jak fè youn aksidan. |
| Nou pral légliz asouè-a. | Nou gen lè pral légliz asouè-a. |
| Sédieu tiré nan mitan sib-la. | |
| Pa gen anpil moun nan provens a leù ki lé. | |
| Bal-la pa pasé nan kanon fuzi-a. | |
| Boua-a pa ka lumen. | |
| Nèg-la pa gen dispozision pou travay-la. | |
| Gad lòt-la suvéyé lanmè-a bien. | |
| Ou ap maché krochu. | |
| Nou pa konn ajusté fizi nou. | |
| Chajeù-a pa nan magazen-an. | |
| Koua dè Boukè gen mouens moun pasé Kafou. | |

L. 24

3. Kouté épi répété:

Jodi-a m pa gen anyen pou m fè.
M pral fè youn ti maché.
M ka di m pral fè youn ti pronmnen.
M ka pronmnen nan oto tou.
M ka menm pronmnen nan bato, si m jouenn younn.
Nou ouè m ka pronmnen tout jan.

4. Precede the sentence...pral fè youn ti pronmnen bò ouaf-la with the following cues:

| CUES | RESPONSES |
|---|---|
| Mouen | M pral fè youn ti pronmnen bò ouaf-la. |
| Ti moun yo | Ti moun yo pral fè youn ti pronmnen bò ouaf-la. |
| ploton-an | |
| nou | |
| bakoulou-a | |
| lézòt gad yo | |
| ou | |
| maren yo | |
| zanmi m-nan | |
| fanm ni-an | |
| kanmarad-la yo | |
| pitit fi ou-la | |

5. Kouté pa répété:

Sa-a sé youn almanak. (show a calendar)
Sé ladan pou nou ouè ki moua nou yé, ki semèn ou ki jou nou yé.
Konman yo rélé sa-a? (show the calendar)
Jodi-a nou pral aprann non jou ki genyen nan youn semèn.
O Zétazuni premié jou-a sé dimanch.
Men an Aiti ak anpil lòt péi, premié jou-a réle lundi.

6. Répété apré mouen:

Jodi-a sé...(today's day)
Lundi dènié nou té vin lékòl. N a vin lékòl lundi prochen tou. Nou vin lékòl tou lé jou: lé lundi, lé madi, lé mèkrédi, lé jédi, é lé vandrédi.
Nou pa vin lékòl lé samdi ak lé dimanch.
Samdi dènié nou té vouayajé.
Semèn dènié nou té rété isit-la.
Vandredi prochen n a vin lékòl.
N a vin lékòl tout semèn prochèn.
Moua dènié nou té Montéré. Moua prochen.
N ava an Aiti.

7. Kouté pa répété:

Liv sa-a sé liv mouen. Sé liv pa mouen.
Sé liv pa m.
Sé pa liv pa ou. Sé pa pa ou.

8. Insert pa in the following sentences:

| SENTENCES | RESPONSES |
|---|---|
| Koté bal mouen yo? | Koté bal pa m yo? |
| Bagay sa-a pa pou ou. | Bagay sa-a pa pa ou. |
| Sa yo sé zafè ti-moun yo. | |
| Tout bijou sa yo sé pou manman-m. | |
| Tout lézòt yo sé pou ou. | |
| Provizion sa yo sé pou seù m-nan. | |
| Pa bay sapat mouen yo. | |
| Sé matant mouen ki poté ronm André yo. | |
| Bato ou ouè nan rad-la sé pou papa m. | |
| Koté moso viann mouen-an? | |
| Sé lajan m ki nan men fanm-nan. | |
| Koté ou mété sigarèt ou yo. | |

9. Kouté épi répété:

Ban m youn liv. - Ki liv ou vlé?
-Nenpòt. - Nenpòt liv. - Nenpòt ki liv.
Rélé solda-a pou mouen.
Ki sòlda ou vlé m rélé pou ou?
-Ou mèt rélé nenpòt (ki) sòlda pou mouen.
Nenpòt (ki) moun kab aprann kréòl; sé youn lang ki fasil.

10. Answer the following questions, using nenpòt or nenpòt ki:

| QUESTIONS | ANSWERS |
|---|---|
| Ki almanak ki montré nou non moua yo? | Nenpòt (ki) almanak montré nou non moua yo. |
| Nan ki koui pou m mété mai-a? | Mété 1 nan nenpòt (ki) koui. |
| Ki jou sòlda yo konn al chan d ti? | |
| Ki maren ki ka monté abò? | |
| Ki ronm ou renmen? | |
| Ki moua ki bon pou vizité Aiti? | |
| Ki abitan an Aiti ki konn palé kréòl? | |
| Moun ki nasionalité ki ka alé an Aiti? | |
| Ki moun ki ka fè jus pri ak machann-nan? | |
| Ki zanmi ki ta mouri pou ou? | |
| Ki moso nan viann sa-a ki bon? | |
| Ki sèjan ki gen mouens otorité pasé kaporal? | |

11. Kouté épi répété:

M pa bouè ronm. M pa janm bouè ronm.
Pèsonn lakay pa bouè ronm.
Pèson lakay pa janm bouè ronm.
Nou pa janm ouè pèsonn sou galri-a.

12. Answer the following questions using the pattern pèsonn pa janm or pa janm...pèsonn:

| QUESTIONS | ANSWERS |
|---|---|
| Ki moun ki al sou chan d ti asouè? | Pèsonn pa janm alé sou chan d ti asouè. |
| Ki moun ki kon monté abò bato sa-a? | Pèsonn pa janm monté abò bato sa-a. |
| Ki moun ki té anpéché nou aprann kréòl? | |
| Ki moun ki té mennen nou ouè Boutilié? | |
| Ki moun ki di nou al rété Fusi? | |
| Ki moun profésèù-a suvéyé? | |
| Ki moun ki té manké tonbé nan lanmè-a? | |
| Ki moun ki pran vakans moua sa-a? | |
| Ki moun ou mét nan traka? | |
| Ki moun ki chita dèyè ou? | |
| Ki moun yo mét nan prizon semèn sa-a? | |
| Ki moun ki bay ti-moun yo bouè likeù? | |

13. Kouté épi répété:

Pitit sa-a sé pitit mouen.
Men m gen de zòt pitit.
De lé zòt pitit mouen yo lakay.
Koté lòt pitit ou yo yé?
Koté lé zòt pitit ou yo yé? - Yo lakay.
Konben lòt pitit ou genyen?
M gen deu lòt pitit.
M gen deu zòt pitit.
Deu zòt yo, deu lé zòt yo lakay.

14. Add the given cues to the sentence Deu lé zòt...:

| CUES | STUDENTS |
|---|---|
| Fuzi ou yo nan kazèn. | Deu lé zòt fuzi m yo nan kazèn. |
| Chajeù yo sou tab-la. | Deu lé zòt chajeù-yo sou tab-la. |

Otorité yo al lakay yo.
Afè yo pa maché.
N achté boutèy yo.
Maren yo té bouè anpil.
Tren yo fè aksidan.
Etranjé yo monté jus Fusi.
Pitit fi m yo gen rézon.
Vòlè yo sové poul yo.
Gason yo bouké.
Malad yo mouri maten-an.

15. Kouté épi répété:

Ou konnen m ap tounen nan péi mouen.
Vin ouè m anvan m pati non.
-Sé sélon jou ou ap pati-a. Ki jou ou apralé?
M ap pati demen maten.
-En ben, m p ap gen tan al ouè ou.

Pratik-la vlé achté youn pè soulié. Li pa konn ki soulié pou l achté. Li mandé m ki soulié pou l pran. M di l ké sé sélon kòb li gen nan men ni.

## II. DIALOGUE

### Premié Komunion

Makdonal ap mandé ranséyman sou premié komunion. Sé ak madan Toma 1 ap palé.

Makdonal: O! bonjou madanm. Kouman ou yé?

Madan Toma: O! M trè bien mèsi blan. Ki moun ou yé, nou pa janm oué ou nan zòn-la?

Makdonal: Mouen rélé Makdonal, m pa moun isit. Mouen vin fè youn ti pronmnen bò isit-la.

Madan Toma: Ki bon van ki mennen ou. Ou pa sanblé moun péi-a.

Makdonal: Non m sé natif natal Etazuni. Mouen sé jounalis améríken é m vin pasé kèk jou nan bèl péi ou-la.

Madan Toma: Sa fè m plézi ké ou renmen péi-a, msieu Makdonal. Mouen-menm mouen rélé madan Toma.

Makdonal: Sa k fè m vin bò isit jodi-a sé pasé m tandé gen premié komunion nan bouk-la.

Madan Toma: O! En ben ou konn anpil bagay. Sé vré gen premié komunion isit jodi-a. Men gen lé ou pa janm oué sa?

Makdonal: Genyen sa lan péi m tou oui, men m pa kouè sé menm bagay. Sé pou sa m vin gadé pa ou-la.

Madan Toma: En ben, bon! M gen pitit fi m kap fè premié komunion ni jodi-a. Ou pral oué li taleù.

Makdonal: Ah! m bien kontan m vini youn bon koté. E koté pitit-fi-a kounié-a?

Madan Toma: L alé légliz déja avèk gran seù li. Y a tounen nan demi eù.

Makdonal: M té kouè sé té dimanch seùlman yo té fè premié komunion isit.

Madan Toma: Non. Li ka jédi tankou jodi-a, ou bien vendredi ou nenpòt ki jou. Sé sélon ki jou fèt sen-an tonbé.

Makdonal: An han! Sé kon sa! En ben, m konnen jodi-a sé fèt sen Jak; eské sa vlé di ké sé Sen Jak bouk la sèvi?

Madan Toma: Pozitiv, Msieu Makdonal. Ou konn tout bagay. Bon, men klòch légliz-la ap sonnen. Sa vlé di ké bagay-la fini.

Makdonal: Eské ti moun yo pral vini tousuit?

Madan Toma: Non, yo gen pou al di bonjou kay tout konésans ak zanmi épi tout moun ap vini avèk yo lakay pou youn ti banbòch.

## Cultural Notes

ZOMBIE. A zombie is a will-less and speechless human in the West Indies capable only of automatic movement, held to have died and been reanimated but often to have been drugged into a catalepsy for the hours of interment.--Webster's Third New International

In Haiti, the Zonbi 'zombie' is a victim of malevolence, rendered seemingly dead from a poison extracted from certain plants and prepared with a formula known only to very few people. The victim's "corpse" is revived with an antidote that restores the physiological life of the body, but not its memory or will-power. It is capable only of blindly obeying a master and thus provides slave labor for him. Occasionally a zombie is cured and returned to normal life, if his state is discovered in time and the effect of the drugs or poison on the brain has not exceeded the tolerable amount of damage.

> Palé nan nen, lit. 'speak in the nose,' is the manner of speech thought to be characteristic of zombies. It stems from the fact that the body of an intended victim, in preparing it for seeming death and resurrection has to have its nostrils and ears plugged up with cotton, as a result of which the victim, now a zombie, speaks like one whose nostrils are closed by thumb and index finger.

## Grammar Notes

1. Vouala 'here is, here are, there is, there are' is used only when relating a story.

   Vouala youn jou, youn msieu ak youn madamn...
   (There was a time when a man and a woman...)

   In all other cases men is used.

   Men youn msieu ak youn madamn ap vini.
   (Here are a man and a woman coming.)

2. Pa, 'share, property, own' is often used as a possessive marker. As such, it precedes the personal pronoun. Its use is not mandatory, but it puts a special emphasis on the possessor.

   | | |
   |---|---|
   | Sa-a sé liv mouen. | This is my book. |
   | Sa-a sé liv pa mouen. | This is my book. |

3. Nenpòt ki, 'any' may or may not be followed by a noun, but it generally is.

   | | |
   |---|---|
   | Ban m nenpòt (ki) liv. | Give me any book. |
   | Ban m nenpòt. | Give me any. |

4. Pèsonn...pa janm or pa janm...pèsonn are strong negatives used as follows:

   Pèsonn pa janm al ouè yo.
   (No one ever went to see them.)

   Pa janm manjé nan men pèsonn.
   (Never take food from anyone)

5. The days of the week or time of day are preceded by lé or tou lé to show regular and frequent occurrance.

Lé dimanch n al légliz.
(We /generally_/ go to church on Sundays.)

Lé maten mouen lévé boneù.
(In the morning I / generally_/ get up early.)

Tou lé dimanch n al légliz.
(We go to church every Sunday.)

6. Prochen, 'next' occurs also in the forms prochèn and prochenn. Prochèn is used in Creole with formal feminine nouns.

| | |
|---|---|
| ané prochèn | next year |
| semèn prochèn | next week |
| prochèn stasion | next gast station or stop |

L. 24

HOMEWORK

1. Study the dialogue until you are thoroughly familiar with it.

2. Check your knowledge of the vocabulary.

3. Read the cultural notes.

4. Read the grammar notes.

5. Read the notes on the narration in Valdman, pages 220-221.

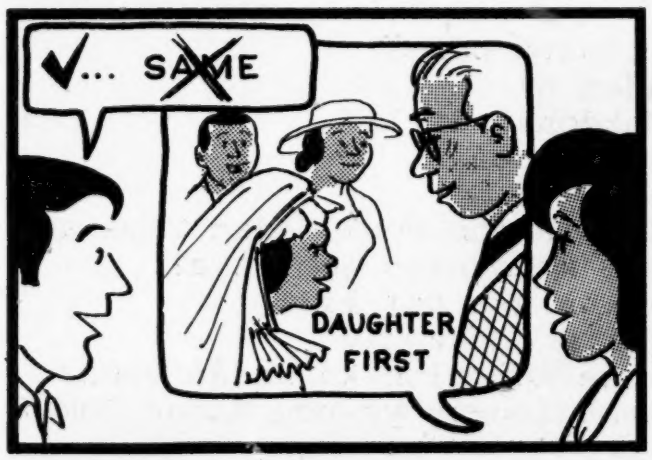
6. Prepare ten questions for use in class tomorrow.

?

McDonald... walk...
native

U.S. JOURNALIST
GLAD... Mrs. T.

REASON:
TRUE... NEVER SAW?


... SAME
DAUGHTER FIRST

RIGHT PLACE... WHERE ?
½ HR.

SUNDAY ONLY
NO... LOCAL SAINT
Ah! St. James...
...

IMMEDIATELY?
NO... FRIENDS... THEN "SPREE"

## III. RECITATION

A. Reenact the dialogue.

B. Answer these questions on the dialogue:

1. Ki moun k ap mandé ranséyman?
2. Ki ranséyman Makdonal ap mandé?
3. Ki moun Makdonal ap mandé ranséyman yo?
4. Eske Makdonal ak Madan Toma té konnen déja?
5. Makdonal pa mandé Madan Toma kouman li yé?
6. Eske Madan Toma té konn ouè Makdonal nan zòn-nan?

7. Eske li mandé msieu ki moun li yé?
8. Makdonal pa di kouman li rélé?
9. Eské li di ké l pa moun isit?
10. Ki sa li di li vin fè?
11. Eske Madan Toma té pran Makdonal pou youn Aisien?
12. Li pa mandé msieu ki bon van ki mennen ni?

13. Ki bò Makdonal di ké li natif natal?
14. Eske li di li sé dokteù?
15. Konman Makdonal di ké li trouvé péi-a?
16. Eske li vin pasé dézan ladan n?
17. Madan Toma pa kontan sa Makdonal di li?
18. Eske li di Makdonal kouman li rélé?

19. Sa Makdonal tandé ki fè li vin nan bouk Madan Toma-a?
20. Eske sé vré (ke) gen premié konmunion jou sa-a?
21. Makdonal di (ké) nan pouen sa nan péi li?
22. Eské li kouè ké sé menm jan O Zétazuni?
23. Pa gen pèsonn k ap fè premiè komunion ka Madan Toma?
24. Sa moun k ap fè premiè konmunion-an yé pou Madan Toma?

25. Makdonal pa kontan li tonbé jus koté li té bezouen-an?
26. Eské ti fi-a nan kay-la kounié-a?
27. Koté li yé?
28. Ak ki moun li alé légliz?
29. Eské sé demen y a tounen?
30. Ki jou Makdonal té kouè gen premiè konmunion?

31. Ki jou ki ka gen premiè komunion an Aiti?
32. Nan bouk Madan Toma-a ki sen yo sèvi?
33. Klòch légliz-la pa sonnen?
34. Leù klòch-la sonnen ki sa sa vlé di?
35. Ti moun yo pa pral vini?
36. Pou ki sa yo p ap vin tousuit.

37. Sa k ap gen lakay Madan Toma leù tout moun rivé?

## IV. TAPED DRILLS AND EXERCISES

1. Make sentences of the following expressions and cues:

| CUE | STUDENT(S) |
|---|---|
| Nèg-la abiyé an noua, samdi. | Lé samdi, nèg-la abiyé an noua. |
| Bosu-a mandé charité, jeudi. | Lé jeudi, bosu-a mandé charité. |
| Aveùg-la pa sòti, lundi. | |
| Ti gason-an sonnen klòch, dimanch. | |
| Banbòch, konmansé, vandrédi soua. | |
| Yo fè premiè komunion, jeudi. | |
| Pòv-la poté koui-li, mèkrédi. | |
| Li ouété bòs-la, madi aprémidi. | |
| Pèsonn pa promennen, vandrédi. | |
| Moun pa vin nan zòn sa-a, madi. | |
| Pòv-la pa mét ranyon, dimanch. | |
| M ranjé zafè m, sanmdi. | |

2. Add the cues to the given utterance nonm sa-a:

| CUE | RESPONSE |
|---|---|
| aveùg | Nonm sa-a aveùg. |
| abiyé an blan | Nonm sa-a abiyé an blan. |
| bosu | |
| poté lunèt noua | |
| kout | |
| gen bòs | |
| krochu | |
| sé youn diab | |
| gen lè malad | |
| rebèl | |
| peù gad yo | |
| pa rét nan zòn isit | |

3. Precede ..., pa manyen zafè-m with the following cues:

| CUE | STUDENTS |
|---|---|
| sekrétè | Sekrétè, pa manyen zafè-m. |
| Pòl | Pòl, pa manyen zafè-m. |
| Ti gason | |
| madanm | |
| mésieu | |
| gad | |
| ti fi | |
| médam | |
| Sédieu | |
| kaporal | |
| gran moun | |
| kanmarad | |

4. Insert the given cues in the sentence Kité. . .al pronmnen nan oto-a non:

| CUE | STUDENTS |
|---|---|
| mouen | Kité m al pronmnen nan oto-a non. |
| ti moun yo | Kité ti moun yo al pronmnen nan oto-a non. |
| Jak | |
| navigateù-a | |
| chèf séksion-an | |
| pitit fi m-nan | |
| zanmi madanm ou-an | |
| ti aveùg yo | |
| kouzin nou yo | |
| nou | |
| fanm yo | |
| bòn ou an | |

5. Conclude Lunèt sa yo pa pa. . .with the following cues:

| CUE | STUDENTS |
|---|---|
| misionè-a | Lunèt sa yo pa pa misionè-a. |
| ti fi-a | Lunèt sa yo pa pa ti fi-a. |
| mouen | |
| komè m-nan | |
| madan Chal | |
| pratik ou-a | |
| mari Anita-a | |
| papa ti gason-an | |
| kontroleù sèvis paspò-a | |
| manman Tijo | |
| machann-nan | |
| pòv-la | |

6. Réponn késtion yo:

Eske nou tout té vin lékòl vandrédi dènié? (oui)
Eské ou té rété isit-la jédi soua? (non)
Etudian yo té désann lavil dimanch soua? (non)
Profésèù-a té vin lékòl jeudi dènié? (oui)
N a alé an Aiti semèn prochèn? (non)
Ki koté nou té vini semèn dènié? (lékol)
Etudian yo té tounen lékòl madi apré midi? (oui)
Eské nou té soti lékòl-la a onzeù mèkredi dènié? (oui)
Ki koté nou pralé dimanch prochen (Pòtoprens)
Etudian yo kontan lè vandrédi rivé? (Non, profésèù yo)

7. Insert the following cues in the sentence Lè. . .di manman m sa, li voyé. . .o diab:

| CUE | STUDENTS |
|---|---|
| mouen | Lè m di manman m sa, li voyé m o diab. |
| ti fi-a | Lè ti fi-a di manman m sa, li voyé l o diab. |
| bòn-nan | |
| gason lakou-a | |
| nou | |
| mésieu yo | |
| sekrétè-a | |
| pòv-la | |
| ti bouay-la | |
| Jak | |
| frè m-nan | |
| chofeù-a | |

8. Translate the following sentences:

a. It looks like there will be nobody at the First Communion.

b. It's the hunch-back who rings the bells on Sundays.

c. No one has ever shown charity to that boy.

d. Show me the calendar, so that I can see what day is today.

e. Wednesday evening there will be a big spree at the woman's.

f. That girl, it's only rags that she wears.

g. What Saint do they worship in that village?

h. You say anyone can enter the church?

i. Children like to touch everything they see.

j. Those who accept God don't know the devil('s business).

9. Answer the questions in the following manner: Repeat the question with the right intonation, then add the cue phrase preceded by sé sélon.

| QUESTIONS AND CUES | ANSWERS |
|---|---|
| Chak bouk gen jou premié komunion pa l? (jou fèt sen-an tonbé) | Chak bouk gen jou premié komunion pa l, sé sélon jou fèt sen-an tonbé. |
| Abitan pa planté nenpòt ki leù? (leù lapli tonbé) | Abitan pa planté nenpòt ki leù, sé sélon leù lapli tonbé. |
| Ou a vini ouè m anvan m pati? (jou ou ap pati) | |
| Ma mèt kenbé oto ou-la jus mouen fini? (leù ou ap fini) | |
| Li va vini kounié-a? (sa l ap fè) | |
| M a pran chapɵ blan-an ou bien chapo noua-a? (chapo ou pito) | |
| Ou a bay ti bouay-la kòb-li? (si li fin travay-la) | |
| Y a fin djòb-la boneù? (leù y a konmansé li) | |
| N ava mét kat jé noua nou? (si gen anpil solèy) | |
| Médam yo va fè nenpòt ki travay? (sa yo jouenn) | |
| Sésé ap mété bèl soulié li? (koté li pralé) | |
| Ou pral pronmennen avè nou? (koté nou pral pronmnen) | |

## V. NARRATION

A. Study the narration in Valdman, page 220.

B. Answer the following questions on the narration:

1-20. See Valdman, page 221.
21. Eské pòv-la tounen nan zòn-la?
22. Eské sé youn vré pòv?
23. Pou ki yo réle l pov rébèl?
24. Tout moun chèché konnen pou ki sa li rebèl?
25. Ki moun ti gason-an mennen avèk li pou ouè si nèg-la sé pòv vré?
26. Konbien ti moun sa fè ki al ouè si sé vré?
27. Eské ti moun yo fè sa yo té vlé fè-a?
28. Yo tou lé toua manyen bòs-la?
29. Eské sé youn seùl ti bouay ki ouété lunèt-la?
30. Sé yo dé ki ralé baton-an?

31. Pou ki sa pòv-la té mét kat jé noua?
32. Ki jou pòv-la al mandé charité?
33. Gen moun ki konn rankontré pòv-la lé samdi ak lé dimanch?
34. Eske ou gen you bòs nan do ou?
35. Ou konn méte kat jé?
36. Leù ou kanpé, eské ou kanpé krochu?
37. Nou tout kout?
38. Nan ki légliz yo fè premié komunion?
39. Leù gen premié komunion an Aiti, eské gen anpil banbòch?
40. Konman yo réle youn moun ki pa ouè?

## VI. TOWARD FREE EXPRESSION

Students ask each other the questions they prepared as homework.

## VOCABULARY

| | |
|---|---|
| abiyé, v. | to dress |
| almanak, n. | calendar |
| asépté, akséptè, v. | to accept |
| aveùg, avèg, n. or adj. | blind |
| banbòch, n. | spree, feast |
| banbòché, v. | to go on a binge, to carouse |
| bann, n. | bunch, band |
| bòs, n. | hump |
| bosu, n. | hunchback |
| bouay, n. | boy |
| charité, n. | charity |
| diab, n. | devil |
| dimanch, n. | Sunday |
| do, n. | back |
| fè hap, v. phr. | to move suddenly |
| hap!, int. | (onomatopeia) a sudden movement |
| gen lè, v. phr. | to seem, it seems |
| jeudi, jédi, n. | Thursday |
| kat jé, n. phr. | eye glasses |
| klòch, n. | bell |
| kòmansé, koumansé, v. | to begin |
| komunion, n. | communion |
| koui, n. | dish made out of a calabash |
| kout, adj. | short |
| krochu, adj. | crooked, bent over |
| lendi, lundi, n. | Monday |
| lunèt, linèt, n. | eye glasses |
| madi, n. | Tuesday |
| mandé charité, v. phr. | to beg (lit. to ask for charity) |
| manyen, v. | to feel, to touch, to examine by touch |

L. 24

| | |
|---|---|
| mèkrédi, mèkredi, n. | Wednesday |
| mélé, v. | to be confused, mixed up |
| nenpòt | either, either one |
| nenpòt ki, pron. phr. | any, anyone, no matter what |
| ouété, v. | to remove |
| pa, n. | (my) share, possession, part |
| pèt, adv. | none whatsoever (negative expression) |
| peù, pè, n. | fear |
| pozitiv, adv. | exactly! right! very true! |
| proché, v. | to draw near, to approach, to come close |
| pronmnen, promennen, v. | to take a walk, a drive, a ride |
| prochen (m.), prochèn (f.) adj. | next |
| ranjé, v. | to arrange |
| ranyon, n. | rag |
| rebèl, rébél, n. or adj. | rebel;rebellious |
| sanblé, v. | to gather, to find out |
| selon, sélon, sé selon, prep. | depends, according to, that depends |
| sèvi, v. | to worship |
| sonnen, v. | to ring, to sound, to peal |
| vandredi, vandrédi, n. | Friday |
| vouala | here is, there is |
| zòn, n. | zone, area |
| zonbi, n. | zombie |

Lesson 25

REVIEW

I. Review of Lessons 21 and 22

1. Put in the negative with janm:

| SENTENCES | RESPONSES IN NEGATIVE |
|---|---|
| Li vouayajé. | Li pa janm vouayajé. |
| Nou té konn palé kréòl. | Nou pa té janm konn palé kréòl. |
| Y ap vin ouè ou. | |
| Madanm-nan té fè pòv-la charité. | |
| Youn té konn lòt. | |
| Lapli tonbé jeudi. | |
| Ti bouay-la aksépté fè kariè militè. | |
| Pòv-la bosu é aveùg. | |
| Mésieu yo al légliz lé dimanch. | |
| Gen premié komunion nan bouk-la. | |
| Nèg-la konn abiyé bien. | |
| Lanèj a tonbé Pòtoprens. | |

2. Make sentences with the following words:

| WORDS | SENTENCES |
|---|---|
| chans | Nou gen chans yo voyé n aprann kréòl. |
| chèf séksion | Chèf séksion-an kenbé youn vòlè maten-an. |
| goumen | |
| suvéyé | |
| abitan | |
| lagé | |
| abitan | |
| nan mitan | |
| bakoulou | |
| semèn | |
| lézòt | |
| gouté | |

3. Answer the following questions in the negative, using pèsonn pa or pa. . .pèsonn as required:

| QUESTIONS | NEGATIVE RESPONSES |
|---|---|
| Ki moun ki vini maten-an? | Pèsonn pa vini maten-an. |
| Li té bay pòv yo kòb? | Li pa té bay pèsonn kòb. |
| Ki moun ou konnen Pòtoprens? | |
| Tout mésieu yo an vouayaj? | |
| Konbien moun avion-an genyen? | |
| Eske ou té ouè ti médam yo légliz? | |
| Ki moun ki té nan banbòch-la? | |
| Ki moun Sauveù té ouè? | |
| Eské gen moun ki té mouri nan aksidan-an? | |
| Tout moun ap dòmi kounié-a? | |
| Ki moun ki ta va fè yo charité? | |
| Nou té ouè yo ap kouri. | |

4. Translate:

-The rural police officer arrested the sly fellow and put him in jail.
-If you are interested, come to see me at home the day after tomorrow.
-Boutiliers is a cool and quiet area on the hill above Pétionville.
-The plane landed at "Mai Gaté" airport, loaded with American tourists.
-Makdonal had never come to Haiti before.
-Your are right if you think that it is easy to speak Creole.
-Never argue or fight without a good reason. It can get you in trouble.
-Foreigners like to spend their vacation in Haiti, where they find good sun, good food, beautiful sky, good rum and everything cheap.
-The story about the shark made everyone run to the seaside.
-The tourist called a taxi and hurried to the airport in order not to miss the plane to the U.S..

5. Change the following sentences using the pattern Ala... and the repetition of either the adjective or the verb:

| SENTENCES | RESPONSES |
|---|---|
| N ap banbochè. | Ala banbochè n ap banbochè! |
| Ou bèl. | Ala bèl ou bèl. |
| Klòch-la sonnen. | |
| Nèg sa-a krochu. | |
| M ta promennen. | |
| Pòv sa-a rebèl. | |
| M ta peù si m té ou-menm. | |
| Gad kòt ta tiré sou bato-yo. | |
| Nonm sa-a bakoulou. | |
| Otèl-la trankil. | |
| Maren yo bouké. | |
| Ti gason-an malad. | |

L. 25

## II. Léktu

1. Listen to, then read the following story:

### DEU AVEUG

Vouala sé té youn foua, youn msieu kap désann lavil, ouè deu aveùg k ap mandé charité devan légliz katolik-la. Li proché koté yo épi li di: "Mésié mouen pa gen ti kòb pou m ta ba nou chak, alòs men mouen ba nou youn goud pou nou de." Aveùg yo di mèsi anpil, épi nèg-la al fè rout li. Men msieu pa bay pèt lajan, é kòm youn goud sé pa kòb ki sonnen, chak aveùg kouè ké sé lòt-la ki gen. kòb-la. Yo plédé bay odians afòs yo kontan, men nèg la rété tou pré pou l ouè sa ka pral pasé.

Uneù pi ta mésié yo tèlman ri, yo tèlman bay odians ké yo koumansé grangou. Youn di lòt-la: "Monchè ak lajan sa-a ki lan men ou nan, annou al achté youn ti manjé pou dis kòb a chak épi ou a ba m karant kòb." Lòt-la di: "Apa ou menm ki gen kòb-la." Epi yo chak kouè ké lòt-la vlé pran tout lajan-an pou li seùl épi yo ralé baton yo é yo plédé goumen. Nèg-la menm ap plédé ri. Baton a douat, baton a gòch, justan youn fanm ki rété nan zòn-nan té ouè tout bagay é li kouri vin di aveùg yo: "Mésié, pa goumen mouen té la leù nèg-la pasé a é m ka di nou li pa t mété pèt lajan nan koui pèsonn. Epi men msieu rété la-a pou l ri nou". Leù aveùg yo tandé sa, yo pa goumen anko é yo di ké y ap sivéyé leù nèg la pasé youn jou pou yo bat li.

2. Note the following concerning kòb:

   a. kòb 'money; cent, penny'

   b. youn kòb may mean 'one cent' or 'some money,' depending on the context.

      Si ou ba m youn kòb m a kité ou alé.
      (If you give me some money, I will let you go.)

      To avoid ambiguity, most people say youn santim for 'one cent.'

c. kòb also means 'fortune' and 'lot of money'!

Li gen kòb. (He has a lot of money.)

When two heirs or rich people marry (each other), the Creole says, Sé dé kòb ki kontré. (lit., "It is two fortunes that meet.")

## Késtion

1. Eske sé istoua deu moun ki ouè bien?
2. Ki sa aveùg yo t ap fè?
3. Koté yo té yé?
4. Koté msieu k ap pasé a t apralé?
5. Eské li bay aveùg yo charité?
6. Ki lajan li di li ba yo pou yo tou deu?
7. Ki sa chak aveùg yo kouè?
8. Leù yo kouè nèg la alé, ki sa yo fè?
9. Eske nèg la alé vré?
10. Ki sa li fè?
11. Ki leù youn aveùg mandé kòb pa li?
12. Sa lòt la di?
13. Ki sa chak aveùg kouè?
14. Aveùg yo pa fè anyen leù chak kouè ké lòt-la pran tout kòb-la?
15. Pa té gen pèsonn la leù nèg la té pasé?
16. Sa li di pou li rété goumen-an?

## Dictation

. (first paragraph of the text above)

## HOMEWORK

1. Review Lessons 21-24.
2. Bring your Istoua d'Aiti to class.
3. Read the following vocabulary note:

## VOCABULARY NOTE

### an, ané 'year'

The terms are often used interchangeably; however, usage has established an as preferred in answering the question How old? and ané as preferred in answering the question In what year?

| | | |
|---|---|---|
| Examples: | Ki laj gason ou-nan? | How old is your boy? |
| | Li gen sét an. | He is seven years old. |
| | Ki laj kay sa-a? | How old is this house? |
| | Kay sa-a gen senkant an. | This house is 50 years old. |
| | Ki ané ou té fèt? | In what year were you born? |
| | Ané 1966 té bon. | 1966 was a good year. |

III. Review of Lessons 23 and 24

1. Answer the following questions about the human body:

| QUESTIONS | ANSWERS |
|---|---|
| Ki koté nan kò youn moun ki pi ro? | Sé tèt youn moun ki pi ro. |
| Tout koté yo, mété ansanm fè ki sa? | Tout koté yo mét ansanm fè youn kò. |
| Ak ki koté nan kò li youn moun manyen? | |
| Ki bò nan kò li chak moun tandé? | |
| Ak ki koté nan kò ou ka manjé? | |
| Avèk ki sa youn moun ouè? | |
| Ki bò nan kò nou bon Dié ban nou pou nou santi? | |
| E pou ki sa jé sèvi? | |
| Ki bò yo di léspri ou yé? | |
| Nan ki koté nan kò youn moun men ni kolé? | |
| Konman yo rélé koté ki anlè tèt chak bra? | |
| Kouman yo rélé bò devan tèt ou ki gen nen, jé ak bouch? | |



107

2. Write a sentence with each of the following words pronouncing it as you write:
(Fè youn fraz avèk chak mo nou pral tandé yo.):

| | |
|---|---|
| kouri | almanak |
| mouens | manyen |
| provens | ranyon |
| a lè ki lé | koui |
| démonté | mèkrédi |

Hand in for correction!

3. Write a composition of about 15 lines on what you do on Saturdays and Sundays.

Hand in for correction!

4. Answer the following questions in the negative. Use mouens instead of plis.

| QUESTIONS | ANSWERS IN THE NEGATIVE |
|---|---|
| Ou gen plis travay jodi-a? | Non, m gen mouens travay jodi-a. |
| Sésé abiyé plis pasé Anita? | Non, li abiyé mouens pasé Anita. |
| N a banboché plis sémèn prochèn? | |
| Bosu-a resevoua plis kòb maten-an? | |
| Lé jeudi soua gen plis moun ki al légliz? | |
| Gen plis pòv kounié-a nan ru Pòtoprens? | |
| Gen plis komunion nan bouk-la ané sa-a? | |
| Nou té pronmnen plis samdi sa-a pasé samdi dènié? | |
| Ti fi-a sanblé manman ni plis? | |
| Rebèl-la-yo plis nan péi-a? | |
| Gen plis aksidan an Aiti pasé O Zétazuni? | |
| Nou ka jouenn plis djòb nan provens pasé nan kapital-la? | |

IV. Lektu

SOU CHAN D TI

Toua foua pa semèn gen égzèsis sou chan d ti. Sé prèské toujou anrolé ki pa gen lontan nan lamé ké yo mennen vin aprann tiré. Yo montré yo tiré fizi anvan lòt zam paské fizi pi fasil pou aprann tiré. Apré ou fin aprann démonté youn fizi avèk non tout piès yo, premié bagay yo montré ou sé jan pou kenbé fizi ou, jan pou poté l, jan pou ajusté li sou zépòl ou baskilé pou pasé youn bal o kanon é pi jan pou vizé jus. Pou ou su bal la ap tonbé koté ou ap tiré-a sé pou fizi-a kolé bien sou zépòl ou, épi, pou òs ak gidon fizi-a tou lé deu bien ajusté sou sib-la. Avèk youn bon fizi ou kab ajusté òs-la selon si sib la louen ou bien pré, épi avèk sa nan pouen manké. Anpil anrolé gen bon dispozision pou tiré; yo aprann vit é yo vinn fò tousuit.

Késtion

1. Koté yo aprann tiré an Aiti?
2. Konbien foua pa semèn ki gen égzèsis de tir?
3. Eske sé militè ki la lontan yo montré tiré?
4. Ki premié zam pou ou aprann konnen?
5. Pou ki sé fizi yo montré anvan?
6. Ki premié bagay pou aprann ak fizi?
7. E apré, sa yo montré ou ankò?
8. Ki sa pou ou fè pou vizé jus?
9. Eské òs fizi-a bezouen ajusté?
10. Ak ki fizi òs-la kapab ajusté?
11. Ki leù òs fizi-a bezouen ajusté?
12. Eske sé fasil pou ou manké si ou vizé jus?
13. Nan pouen anrolé ki gen bon dispozision pou tiré?
14. Yo pran anpil tan pou yo aprann?

V. Oral Quiz

VI. In the Lab

1. New vocabulary of the narrative Vakans: Study it in preparation for the oral comprehension exercise below.

| | |
|---|---|
| ané, lané, n. | year |
| bal, n. | ball, dance |
| bouéson, bouason, n. | booze, drink, beverage (alcohol) |
| chaleù, chalè, n. | heat, warmth, high temperature |
| dansé, v. | to dance |
| distraksion, n. | fun, distraction, amusement, entertainment |
| ifò, fò, fòk, aux. | must, it's necessary |
| janm, n. | leg |
| jounen, lajounen, n. | day, daytime |
| krazé, v. | to take a lot of (idiom) |
| mizi, mézi, mézu, n. | measure, amount |
| mo, n. | word |
| mouayen, moyen, n. | means, way |
| najé, v. | to swim |
| nésésè, adj. | necessary |
| pié, n. | foot, feet |
| a pié, n. phr. | by foot |
| sinon, conj. or adv. | unless, otherwise, or else |
| souvan, adv. | often |
| tèRs, n. | text |

L. 25

2. Vakans, a narrative recorded on Tape No. 25. Listen to it for oral comprehension.

3. A true-false test on the narrative Vakans.

4. Questions on the narrative Vakans.

VII. Reading and Writing

1. Introduction to the new Haitian writing system (ONAAC). A lecture.

2. a. An exercise in reading. Ref.: Abréjé Istoua D'Aiti, pp. 1-6.

b. Vocabulary of pp. 1-6 of Istoua d'Aiti:

| | |
|---|---|
| Afrik, pr. n. | Africa |
| ankèt, n. | inquiry, investigation |
| mennen youn ankèt, (minnin) v. phr. | to conduct an inquiry |
| bon kou, n. phr. | a lot |
| chasé, v. | to hunt |
| chenn, (chinn), n. | chain |
| Chin, La Chin(la-Chi-n) pr. n. | China |
| dékouvri, v. | to discover |
| dénonsé, v. | to denounce, to give away |
| désanm, (Désanm), n. | December |
| éfasé, v. | to erase |
| égzisté (ékzisté), v. | to exist |
| Espagn, pr. n. | Spain |
| Eròp, pr. n. | Europe |
| frèt, adj. | cold |
| il, n. | island |

| | |
|---|---|
| kadǫ, n. | gift |
| kalkul, kalkil, n. | calculation |
| kantité, n. | quantity |
| kòd, n. | rope |
| mété anba kòd, v.phr. | to bind (hand and foot) |
| komès, konmès, n. | commerce, trade |
| konésans, n. | knowledge, understanding |
| konfians, n. | confidence, trust, reliance |
| konplo, n. | plot |
| monté youn konplo, v. phr. | to plot |
| lavni avni, n. | future |
| lidé, idé, n. | idea |
| mas, (Mas), n. | March |
| mati, n. | martyr |
| matlo, n. | sailor |
| mé, (Mé), n. | May |
| méchan, n/adj. | bad, naughty, ill-natured |
| mizé, n. | misery, poverty, distress |
| nèf, neûf, adj. | new |
| naturèl, natirèl, adj. | natural |
| pasians, n. | patience |
| pran pasians, v. phr. | to be patient |
| pèdu, pèdi, v. | to lose, lost |
| piyé, v. | to pillage, to plunder to loot |
| pòtré, n. | picture, design, photo |
| progrè, progré, n. | progress |
| rajé, n. | bush |
| rapò, n. | relation |
| rèn, n. | queen |
| résous, n. | resource(s) |
| rétiré, retiré, ouété, v. | to take out, to pull out, to draw out, to get out |

| | |
|---|---|
| senp (sinp), adj. | simple |
| sipozé, v. | to suppose, to assume |
| sovaj, n./adj. | savage, wild |
| tan lontan, n. phr. | in the old days<br>formerly |
| tanpératu, tanpérati, n. | temperature |
| touni, adj. | naked |
| trou, n. | hole |
| trou mòn, cpd. n. | cave |
| viv, v. | to live |

Proper Nouns

| | |
|---|---|
| Bobadiya | François de Bobadilla (Fr.) |
| Izabèl | Isabelle (Fr.) /Isabel_/ |
| Kiskéya | Quisquéya (Fr.) (an Indian name for Haiti) |
| Kristòf Kolon | Christophe Colomb (Fr.)<br>Christopher Columbus |
| Mòl Sen Nikola (Sin) | Môle Saint Nicolas (Fr.) (a place in the north-western part of Haiti) |
| Sen Sovè | Saint-Sauveur (Fr.)<br>San Salvador |

VIII. Lecture with slides

Showing of 50 slides on Haiti, with commentary.

## IX. Haitian Creole Songs

### GABELUS

Gabélus sé gnou bèl ti gason;
Ak pantalon vèt li
L sanblé gnou jako pié vèt

Refrin

Gabélus tounin ou vi-n bo m.
Tounin, tounin vi-n bo m,
Bi-n fè doudous pou mouin
} bis

Manman m pa la
Li alé nan maché
Papa m pa la
L alé bouské boukan

Refrin

Gabélus tounin ou vi-n bo m.
Tounin, tounin vi-n bo m
Pou ou fè dodo nan zieu m
} bis

Vocabulary

| | |
|---|---|
| bo, v. | to kiss |
| boukan, n. | fire; fire wood |
| bouské, v. | to look for |
| fè dodo, v. phr. | to put someone to sleep |
| fè doudous, v.phr. | to caress |
| jako, n. | parrot |
| pantalon, n. | pants |
| vèt, adj. | green |
| zieu (jé), n. | eye |

Gabélus

Gabélus is a handsome young boy;
With his green pants
He looks like a green-footed parrot.

Chorus

Gabélus, come back to kiss me,
Come back, come back and kiss me.
Come to caress me.

My mother is not there;
She went to the market.
My father is not there;
He went to look for some wood.

Chorus

Gabélus, come back to kiss me,
Come back, come back and kiss me
In order to make me sleepy.

MADANM-NAN KUIT GNOU POUA KONGO

Madanm-nan kuit gnou poua kongo
Zandolit vèt tonbé ladann.
Zandolit vèt tonbé ladann.
Li bay mari l manjé l.

Ala gnou madanm ki malpròp O!
Li bay mari l manjé l.
Ala gnou nègès ki malpròp O!
Li bay mari l manjẽ l.

The Lady Cooked 'Pigeon Peas'

The lady cooked 'pigeon peas.'
A green lizard fell in it.
A green lizard fell in it.
She gave it to her husband
to eat.

What a dirty lady she is!
She gave it to her husband
to eat.
What a dirty woman she is!
She gave it to her husband
to eat.

Vocabulary

| | |
|---|---|
| kuit, v. | to cook, to bake |
| malpròp, adj. | dirty |
| nègès (f.), n. | negress, woman |
| zandolit, n. | lizard |

L. 25

IBO LÉLÉ

Ibo Lélé, Lélé
Ibo Lélé, oui ayanman } (bis)
Nanchonm Ibo soti nan Ginen
Ibo Lélé Ayanman
Ibo soti anro Ginen
Ibo Lélé Ayanman

Ayanman Ibo Lélé, Lélé, Lélé
Ayanman Ibo Lélé
Ou pilé pié m, ou mandé m padon(bis)
Sa padon-an va fè pou mouen

Ayanman sa, kon sa
Kon sa m dansé Ibo

Ibo Lélé

This is a song in Ibo rhythm, in honour of Ibo Lélé, an important deity of the Voodo.

Ibo Lélé, Lélé,
Ibo Lélé, yes 'ayanman'
Ibo comes from Guinea
Ibo Lélé 'Ayanman'
Ibo comes from High Guinea
Ibo Lélé 'Ayanman'

'Ayanman' Ibo Lélé, Lélé,Lélé
'Ayanman' Ibo Lélé
You walked on my foot, you begged my pardon (bis)
What a difference do excuses make to me

This Ayanman, like that
This is the way I dance
Ibo

TOLALITO (Kalipso)

(Sé Rodòf Legro ki ékri sa a)
Avan-yè mouin ouè Loulou.
Yè o soua mouin fè gnou rèv,
Tout lan-nuit, tolalito

Siyé, siyé n ap banboché.
Siyé, siyé n ap banbilé
Kiling, kiling, kiling tolalito
Kilong tolalito
Kiling tolalito
Kilong tolalito

Tolalito (calypso)

(Rodolphe Legros wrote this song)

The day before yesterday I saw Loulou.
Yesterday night I had a dream
The whole night, "tolalito."

Dance, dance, we are spreeing
Dance, dance, we are spreeing
"Kiling, kiling, kiling tolalito"
"Kilong tolalito"
"Kiling tolalito"
"Kilong tolalito"

Vocabulary

| | |
|---|---|
| avan-yè, adv. phr. | the day before yesterday |
| rèv, n. | dream |
| siyé, v. | dance |
| yè o soua, adv.phr. | last night |
| kiling, kilong, tolalitó | These are nonsense syllables |

L. 25

## Vocabulary (Songs)

| | |
|---|---|
| avan-yè, adv. phr. | the day before yesterday |
| ayanman | (nonsense syllables) |
| bo, v. | to kiss |
| boukan, n. | wood for fire; the fire itself |
| bouské, v. | to look for |
| fè dodo, v. phr. | to make someone sleep |
| fè doudous, v. phr. | to caress |
| Guinin, prop. n. | Guinea |
| jako, n. | parrot |
| kuit, v. | to cook, to bake |
| malpròp, adj. | dirty |
| nanchonm | (nonsense syllables) |
| nègès,(f.), n. | negress, woman |
| padon, n. | forgivenses, pardon, excuse |
| pantalon, n. | pants |
| pilé, v. | to stamp on someone |
| rèv, n. | dream |
| siyé, v. | to dance |
| vèt, adj. | green |
| yè o soua, adv. phr. | last night |
| zandolit, n. | lizard |
| zieu (jé), n. | eye |

## Lesson 26

### THE WEATHER

Mr. MacDonald and his driver leave Port-au-Prince by car to go to Boutiliers. It's very hot and Mr. MacDonald asks the driver if it's like that all the time in Haiti.

MacDonald: Am I warm!

Driver: Are you really hot? But the warm season hasn't arrived yet.

MacDonald: When is that?

Driver: Pretty soon. We're in March now. In May the heat begins to increase.

MacDonald: How many months does the heat last?

Driver: Let me see. May, June, July, August, September, October. It lasts for six months. Toward November you get big winds, and rain usually starts to fall. As for December, it's the cool month. In fact, it usually gets quite cool then.

MacDonald: Is it cold enough to cause snow to fall on the mountains?

Driver: No, we haven't yet experienced here what is called snow.

MacDonald: Does it rain heavily here, when it rains?

Driver: Mr. MacDonald, when rain begins to fall here, it's something that bears no resemblance to rain. It pours.

MacDonald: Another question: When there is what you would call hot weather, how do people in the city manage?

Driver: Wealthy people go up to Pétionville, Kenscoff, and Furcy.

MacDonald: And people who don't have money, how do they manage?

Driver: There are some among them who take a camionette to Pétionville; others go to Bizoton and Carrefour, places where it is not necessary to have a lot of money.

MacDonald: How about those who don't have any money at all?

Driver: They remain in town, and they are not in worse health for it. They don't die. But you yourself, you can stay in Pétionville or Kenscoff, if you wish. I could come to get you every morning.

MacDonald: Too much trouble. My room is quite cool. You need not go to all that trouble.

## I. PERCEPTION DRILL

1. Kouté pa répété:

Kouman yo rélé sa a? (show a calendar)
Oui, sé gnou almanak. Li ban nou non jou la-semèn yo, é li fè nou konnin nan ki moua nou yé.

Koul yé a, nou nan moua...(Janvié). Janvié sé premié moua nan ané a. Apré Janvié sé Février. Sé moua ki pi kout nan ané a. Li duré 28 ou 29 jou. Lé zòt moua yo duré 30 ou 31 jou. Apré Février sé Mas, Avril, Mé, Jin, Juyé, Out, Séptanm, Oktòb, Novanm ak Désanm.

2. Annou di non moua yo. Répété apré mouen:

Janvié, Février, Mas, Avril, Mé, Jin, Juyé, Out, Séptanm, Oktòb, Novanm, Désanm.

3. Koul yé a, réponn késtion sa yo:

1. Ki moua ki pi kout?
2. Konbin jou Février konn poté?
3. Pa gin lòt moua ki duré 28 jou?
4. Konbin jou lòt moua yo duré?
5. Ki moua ki duré 30 jou?
6. E ki moua ki duré 31 jou?
7. Nan ki moua nou yé koul yé a?
8. Ki dènié moua ané a?
9. Ki moua ki nan mitan ané a?
10. Lè Février fi-n pasé, nan ki moua nou yé?

4. Kouté pa répété:

Koul yé a, nou kòmansé gnou nouvèl ané. Ané...
(1971) fi-n pasé déja. Nan ki ané nou yé la a?
--Nou an ...(1972).

Konbin jou Février ap duré nan ané 1972 la?
-L ap duré 29 jou.

Ané pasé ou té gin 20 an. Ané sa a ou ap gin 21 an.

Jodi a fè bon. Li pa fè lapli, li pa fè la nèj, li pa fè la glas, li pa fè loraj. Pa fè frèt dutou. An Aiti lè gin lavalas, gro lapli kon sa, ak anpil loraj, pa gin lumiè nan kay yo. Tout moun rét nan noua. Nou pa gin la nèj, min nou gin anpil siklòn.

5. Substitute the following cues for bon in the sentence: Jodi a li fè bon anpil.

| CUE | STUDENTS |
|---|---|
| fré | Jodi a li fè fré anpil. |
| chaleù | Jodi a li fè anpil chaleù. |
| van | |
| la nèj | |
| cho | |
| lapli | |
| frèt | |
| lavalas | |
| loraj | |
| frédu | |
| frèt | |
| mové | |

Note: The cue is usually put before anpil when it is an adjective. It is put after anpil when it is a noun.

6. Kouté pa répété:

Sa a sé kò m. (show my body). Bra m, tèt mouin janm mouin, tout ansanm sé kò mouin. Min, si m pral gnou koté, pèsonn pa pralé avèk mouin, pèsonn pap montré koté m pralé a, m kapab di ké m pral koté a pou kò m.

Répété: M pral lavil pou kò m.

Kouté: Deu moun ap goumin. Lapolis vi-n rivé. M pa vlé yo pran mouin; m ralé kò m.

Répété: Pou lapolis la pa kinbé m, m ralé kò m.

7. Insert kò (-self) in the following sentences:

| CUE | SENTENCES |
|---|---|
| Pòv la kouvri l ak ranyon. | Pòv la kouvri kò l ak ranyon. |
| Ti gason an binyin ni ak tè. | Ti gason an binyin kò li ak tè. |
| Matin an lè m lévé, m té santi m cho. | |
| Pou yo pa kinbé m, m ouété m. | |
| Chin an fouré l nan trou a, li pa kapab sòti. | |
| Ti moun nan pa kontan, li frapé li a tè. | |
| Mésié yo bouké, yo apiyé yo sou galri a. | |
| Nou té tèlman ap bay odians, nou blié nou. | |
| Nan fèt la, tout moun touyé yo anba bouéson. | |
| Madanm nan fèmin ni nan chanm nan, li pa louvri pou pèsonn. | |
| Ban m répozé m, m bouké anpil. | |
| Sé pou moun toujou suvéyé yo lè y ap palé. | |

8. Kouté pa répété:

Yo di m moun yo pa ko antré.
-O kontrè, y antré dépi yè soua.

M ta vlé pati boneù.
-O kontrè, sé pa pou ou pati boneù.

Répété dènié fraz sa a apré mouin. (Repeat the last sentence.)

9. Transform the following sentences using o kontrè:

| CUE | STUDENTS |
|---|---|
| Ti moun yo p ap manjé jodi a. | O kontrè, ti moun yo ap manjé jodi a. |
| Sé pou ou al lavil boneù. | O kontrè, sé pa pou m al lavil boneù. |
| Ané pasé, pa té gin anpil lapli. | |
| Ti gason an konn najé byin. | |
| Mari di ké manman ni ap vi-n a pié. | |
| Ifò nou krazé bon kou bouéson. | |
| Madanm nan al ouè mari l souvan nan prizon an. | |
| Msieu sa a pa konn dansé byin. | |
| An Aiti pa gin bèl solèy la jounin. | |
| Yo voyé mézu kabann nan bay bòs la. | |
| Mésié yo chasé anpil bèt yè. | |
| Nou pa konn kalkilé kantité lajan ki pasé. | |

10. Kouté pa répété:

Si ou pa kapab fè gnou bagay pou kò ou, gnou moun kapab fè bagay la ak ou; li kapab édé ou fè bagay la.

Lè gnou moun édé gnou lòt, ou di ké li ba li gnou kou d min.

Répété: M pa kapab pran tab la, ban m gnou kou d min mézanmi.

11. Use either édé or bay gnou kou d min pou with the following sentences. Make changes if necessary.

| CUES | RESPONSES |
|---|---|
| Mésieu yo ap minnin gnou ankèt. (Nèg la) | Nèg la édé mésieu yo minnin gnou ankèt.<br>or: Nèg la bay mésieu yo gnou kou d min pou minnin gnou ankèt. |
| Lòt kanmarad yo ap monté gnou konplo. (Méchan an) | Méchan an ap édé lòt kanmarad yo monté gnou konplo.<br>or: Méchan an ap bay lòt kanmarad yo gnou kou d min pou yo monté gnou konplo. |
| Matlo yo ap antré nan rad la. (navigateù a) | |
| Avèg yo ap piyé magazin an. (matlo a) | |
| N ap rétiré oto a nan trou a. (mouen) | |
| Etudian yo ap fè progrè. (profésеù a) | |
| Pitit yo ap préparé avni yo. (papa a) | |

Gabi ap achtē gnou kado pou Toma.(Mari)

Lapolis dékouvri vòlè a. (nonm nan)

Chèf séksion an mét vòlè a anba kòd.(nèg la)

Madanm nan ouété rajé yo dèyè kay la.(msieu a)

Sésé abiyé malad ki touni an.(Anita)

12. Kouté épi répété:

Dépi kèk jou m pa ouè Anita ak Sésé.
M pa ouè yo dutou.
Li poko manjé dépi matin. Li pa manjé dutou jodi a.

13. Add dutou to the following sentences:

| CUE | STUDENTS |
|---|---|
| Ané sa a pa té bèl. | Ané sa a pa té bèl dutou. |
| Tijo pa konn najé. | Tijo pa konn najé dutou. |
| Tèks sa a pa long. | |
| Gin moun ki pa ékzisté pou yo. | |
| Sé pa tout lidé ki bon. | |
| Gin étudian ki pa fè progrè. | |
| Gin kèk péi ki pa gin résous. | |
| Jodi a tanpératu a pa ro. | |
| Gin anpil moun ki pa konn viv ak lòt moun. | |
| Gin ranyon ki pa ka sèvi. | |
| Sé zòn moun pa ka al pronmnin lé soua. | |
| Gin dé klòch ti moun pa ka sonnin | |

## PRESENTATION OF THE DIALOGUE

See Valdman, p. 223.

## DIALOGUE ADJUNCT

Ki sa yo rélé traduksion?
In bin, traduksion sé gnou fraz ou gnou, mo nan gnou lang ou di nan gnou lòt lang.
Par ekzanp, si mouin di nou tradui fraz kréòl sa a an anglé:
"Jounal sa a ban nou bon konsèy."
N a tradui li kon sa.
"This newspaper gives us good advices."

Nou fi-n aksépté aprann kréòl la; koul yé a, nou oblijé étudié rèd. M ap fè tou sa m kapab pou m édé nou.

La jounin gin bon solèy; nou pa bézouin limin lumiè a.

Sèmen pasé Toma té di Mari gnou ti kozé. Malérézman papa li pa vlé.

Pa rét nan minm pozision an, ou a bouké.

Katédral la nan sant Pòtoprins.

Anfin m fi n di nou tout paròl pou m té di nou yo.

L. 26

## II. IN THE LAB

1. Listen to the dialogue and its adjunct on tape at least twice.

2. Note the pronunciation of the new vocabulary.

## HOMEWORK

1. Review the vocabulary of Lesson 25.

2. Study the dialogue well enough so that you can work with it freely in class tomorrow. You need not memorize it word for word.

3. Check your knowledge of the new vocabulary.

4. Read the grammar notes in Valdman, on pages 230, 231, and 232.

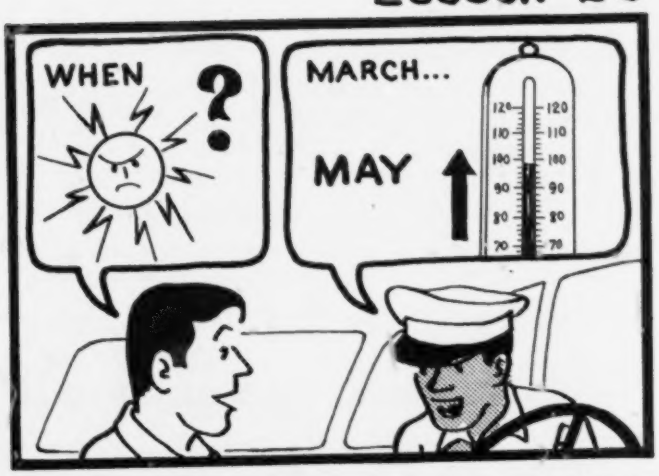
5. Continue to prepare your topics for oral reporting. The following students should be ready to report in the morning:

_____

_____

_____

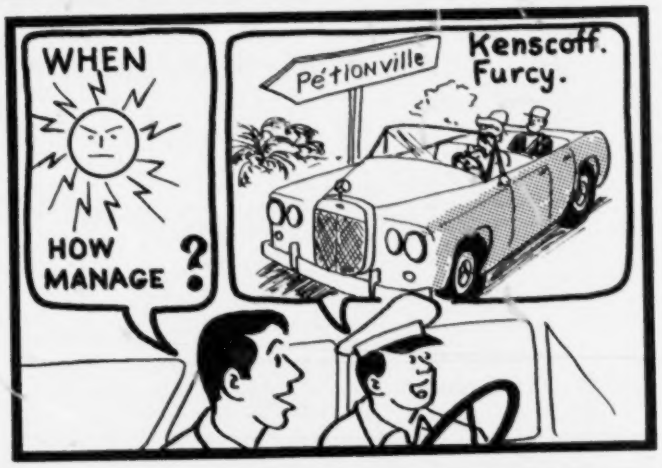
!
REALLY ?
NOT YET

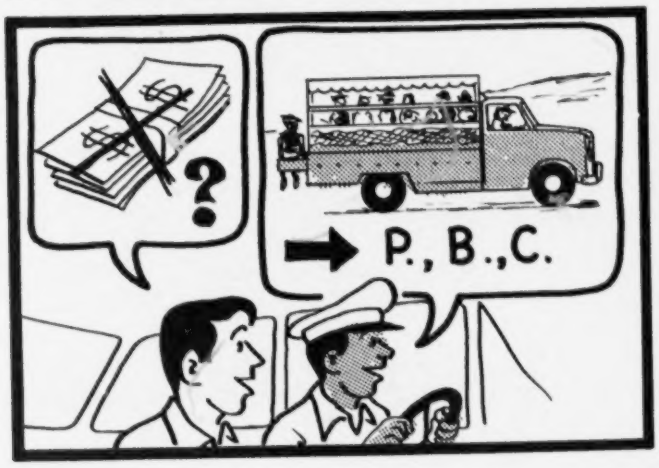

WHEN ?
MARCH...
MAY

HOW MANY MONTHS ?
6 NOV.
DEC. COOL

COLD ENOUGH ?
NO

?
POURS


WHEN
HOW MANAGE ?
Pétionville
Kenscoff.
Furcy.


?
P., B., C.

?
REMAIN...
YOURSELF → P. K.
GET YOU.
NO... ROOM COOL

## III. RECITATION

A. Reenact the dialogue.

B. Answer the following questions on the dialogue:

1-20. See Valdman, pages 228 f.

21. Ak ki moun Makdonal yé nan machin-nan?

22. Eské Makdonal santi frédu?

23. Leù ou nan moua d mas, eské sézon chaleù-a preské rivé?

24. Ki non moua chaleù yo?

25. Eske tout péi gen menm moua chaleù?

26. An Aiti frédu rété pi lontan ké chaleù?

27. Eske O Zétazuni lapli tonbé rèd tankou an Aiti?

28. Youn moun bezouen anpil kòb pou alé Kafou leù fè cho?

29. Leù fè cho lavil, moun mouri anpil?

30. Makdonal pito pran traka pasé li rét nan chanm ni?

## IV. LAB EXERCISES

1. Lexical Variation Drills

   See Valdman, pages 225-228.

2. Grammar Exercises

   See Valdman, pages 230-233.

3. Test (translation)

   See Valdman, page 229.

## V. STUDENT REPORTS

Individual students make reports prepared at home. Their audience listens, then asks questions at will.

## VI. AURAL COMPREHENSION

1. Text of radio broadcast Radio Lumiè--Kréòl I on Tape No. 26.

2. Vocabulary for Radio Lumie - Kréòl I:

| | |
|---|---|
| amou, lanmou, n. | love |
| atik, n. | article |
| andikapé, v./adj. | to handicap/handicapped |
| *anfin, adv. | at last, finally |
| biblik, adj. | biblical |
| *blijé, oblijé, v./adj. | to oblige, to force, to compel/obliged |
| bokou, adv. | much, a great deal(cf) |
| Boukan, n. | (a Creole newspaper) |
| chan, n. | song, hymn |
| dérapé, v. | to start, to spurt |
| dévlopé, v. | to develop |
| dévosion, n. | devotion |
| *édé, v. | to help, to assist |
| *ékzanp, n. | example |
| * par ékzanp | for example, for instance |
| espérans, n. | hope |
| éstasion, n. | station |
| *étudié, v. | to study |
| fab, n. | fable |
| intérè, n. | interest |
| poté gnou intérè, v.phr. | to show an interest |
| *jounal, n. | newspaper |
| komité, n. | committee |
| *konsèy, n. | counsel, advice |
| *kontrè | contrary, opposed |
| * o kontrè | on the contrary |
| *kozé, v./n. | to talk, to chat/talk |
| krétyin, n./adj. | christian, human being |

| | |
|---|---|
| *lumiè, limiè, n. | light |
| *malérézman, adv. | unfortunately |
| monitè, n. | monitor |
| òr, conj. (French) | now, well |
| parèt, v. | to appear |
| *paròl, n. | word(uttered) |
| *pasé, adj. | past, last |
| patisipé, v. | to participate |
| pétèt, adv. | maybe, perhaps |
| pous, n. | help(idiomatic) |
| *pozision, n. | position |
| préparasion, n. | preparation |
| providans | Providence |
| réèlman, adv. | really, truly, actually |
| rekòmansé, v. | to start afresh, to begin again |
| reparèt, v. | to reappear, to turn up again, to come out again |
| richès, n. | riches, wealth |
| roman, n. | novel |
| *sant, n. | center |
| sè (sé) ké, v.phr. | it's that |
| sériézman, adv. | seriously |
| *tradui, v. | to translate |
| *traduksion, n. | translation |

## Idiomatic Expressions

| | |
|---|---|
| an sé sans ké (French) | in that |
| bay gnou kou-d-min | to lend a hand, to help |

3. Suggested procedural steps:

   a. Students listen to the radio broadcast in Creole, a conversation between Carrié Paultre and Raymond Destin about Creole.

   b. They study the above vocabulary. Most of it is for comprehension alone, not active mastery. Only a few words were selected for study as a part of this lesson.

   c. They listen once again to the broadcast.

   d. They listen to each speaker and speech separately and attempt a résumé in English of each speech.

   e. They listen once more and check their résumés.

   f. They write a résumé in English of the whole piece.

Note: This exercise may take more than one hour. Complete it at home

## VOCABULARY

| | |
|---|---|
| *anfin, adv. | at last, finally |
| Avril, n. | April |
| bay manti, v. phr. | to tell a lie, to lie |
| *blijé, obligé, v. | to oblige, to force, to compel |
| choual, cheval, n. | horse |
| duré, v. | to last |
| dutou, ditou, adv. | at all |
| pa...dutou | not at all |
| *édé, v. | to help, to assist |
| *ékzanp, n. | example |
| * par ékzanp | for example, for instance |
| *étudié, v. | to study |
| farinaj, farinay, n. | misty rain |
| fè, li fè, imp. expr. | it's + (expression relevant to the weather) |
| Féviré, n. | February |
| Janvié, n. | January |
| Jen, n. | June |
| *jounal, n. | newspaper |
| Juyé, Jiyé, n. | July |
| kabrit, n. | goat |
| klé, n. | key |
| kò + (pers. pron.) | -self |
| kòm, prep. | since |
| *konsèy, n. | counsel,advice |
| *kontrè | contrary, opposed |
| * o kontrè | on the contrary |
| *kozé, v./n. | to talk, to chat/talk |
| laglas, glas, n. | ice |
| la-nèg, nèj, n. | snow |
| lapli, n. | rain |
| lavalas, n. | torrential rain, flood |
| loraj, loray, n. | storm, thunder |
| *lumiè, limiè, n. | light |

| | |
|---|---|
| *malérézman, adv. | unfortunately |
| mové, adj. | bad |
| mulèt, n. | mule |
| Novanm, n. | November |
| Oktòb, n. | October |
| Ou, Out, Dou, Dout, Daou, n. | August |
| *paròl, n. | word(uttered word) |
| *pase, adj. | past, last |
| poté pi mal, v. phr. | to be in worse health |
| *pozision, n. | position |
| *sant, n. | center |
| Séptanm, n. | September |
| sézon, n. | season(of the year) |
| siklòn, n. | hurricane |
| *tradui, v. | to translate |
| *traduksion, n. | translation |
| trapé, atrap, v. | to catch |

## Lesson 27

### RECONNAISSANCE PATROL

Situation: A squad returns from a reconnaissance patrol and makes its report.

Scene 1: Orderly Room. Lt. Maurice and Sgt. Sauveur converse.

Lt. : Who was in charge of the reconnaissance patrol last night?

Sgt. : Cpl. Jacques, sir.

Lt. : Have him report to me.

Sgt. : Yes, sir. I'll have him report to you at once.

Scene 2: Sgt. Sauveur goes to the guard room, sends for Cpl. Jacques, and orders him to go to Lt. Maurice in the executive office of the 14th Company. Cpl. Jacques goes to Lt. Maurice's office and reports.

Cpl. : Cpl. Jacques reporting, sir.

Lt. : Oh, yes. You were the one in command of the reconnaissance patrol last night?

Cpl. : Yes, sir.

Lt. : Good, report to me in detail how everything went.

Cpl. : In accordance with instructions, I rounded up the men who had been designated for the patrol, and I gave the "march" order at 1700 exactly. The squad was composed of 3 soldiers, not including myself. I had calculated that it would take us about one hour to get close to the enemy's position.

Lt. : What weapons did you have with you?

Cpl. : The sergeant gave us light tommy guns with fifty rounds ammunition and four hand grenades each.

Lt. : That was all you had?

Cpl. : No, sir. We also had knives, so that we could defend ourselves without making any noise, in case we surprised an enemy patrol.

Lt. : Good, that's fine. What route did you follow?

Scene 3: Sgt. Sauveur enters.

Sgt. : Lt. Maurice, Headquarters is asking for you on the radio.

Lt. : Very well, say that I'm coming to take the message right away. You, Cpl. Jacques, stay here until I return to complete the report.

## I. PERCEPTION DRILL

1. Kouté, pa répété:

Nou konnin déja ké sòlda sèvi ak zam, ak fizi, ak bal. Jodi a nou gin toua lòt bagay yo konn sèvi.

Répété. Sòlda yo konn sèvi ak grenad, ak mitrayèt ak kouto. Min tout moun konn sèvi ak kouto tou.

2. Substitute the following cues for zam in the sentence Yo bay gad yo bon kou zam:

| CUES | STUDENTS |
|---|---|
| fizi | Yo bay gad yo bon kou fizi. |
| bal | Yo bay gad yo bon kou bal. |
| mitrayèt | |
| konsèy | |
| grenad | |
| provizion | |
| kouto | |
| bayonèt | |
| manjé | |
| chajeù | |
| bouéson | |
| jounal | |

3. Kouté épi répété:

Jodi a sé...(today's day). Yè sé té...(yesterday's day). Yè matin nou vi-n lékol, min nou pa vi-n yè soua.

4. Put the following sentences in the past tense, using yè and the particle té:

| PRESENT | PAST |
|---|---|
| Asouè a, y ap mèt Tijo anba kòd. | Yè soua yo té mét Tijo anba kòd. |
| Jodi a, madanm nan édé msieu a travay jadin an. | Yè madanm nan té édé msieu a travay jadin an. |
| Matin an yo kinbé nèg yo ap monté gnou konplo. | |
| A midi a ti gason an pa manké bay manti. | |
| Jounal jodi a pa palé de sant la dutou. | |
| Apré midi a va gin loraj ak lapli. | |
| Yo koupé lumiè a pluzieù foua matin an. | |
| Li fè farinaj jodi a. | |
| Matin an n oblijé bay ti moun yo kèk konsèy. | |
| Malérézman m pa fè traduksion jodi a. | |
| Asouè a malad la pa pòté li pi mal. | |
| Jodi a lajounin an ap bèl. | |

5. Kouté épi répété:

Malad la bouké. L ap fè gnou ti dòmi. Pa palé. Nou mèt rantré ouè l san palé. Sé pa pou nou fè bri. Sé pou nou rantré san fè bri.

6. Complete the sentence Fè médam yo rantré san...with the following cues in final position:

| CUES | COMPLETE SENTENCES |
|---|---|
| fè bri | Fè médam yo rantré san fè bri. |
| palé | Fè médam yo rantré san palé. |
| di gnou mo | |
| frapé pòt la | |
| ti moun yo | |
| sapat yo | |
| lumiè | |
| manyen tout bagay | |
| apiyé | |
| touché tab la | |
| boutèy yo | |
| goumin | |

7. Kouté épi répété:

Nou ouè ke travay la ta pran nou deujou.
Nou kalkilé ke sa ta ka pran nou deu jou.
Yo di ke sa ta pran yo trop tan.

8. Furnish the missing final word in the sentence Nou té kalkilé ke sa ta pran nou...on cue:

| CUES | SENTENCES |
|---|---|
| kèk tan | Nou té kalkilé ke sa ta ka pran nou kèk tan. |
| gnou semèn | Nou té kalkilé ke sa ta ka pran nou gnou semèn. |
| deu jou | |
| gnou grinn jounin | |
| toua moua | |
| tout ané a | |
| uneù | |
| lontan | |
| bon kou tan | |
| sinkeù | |
| deu semèn | |
| gnou sèl moua | |

9. Kouté épi répété:

Mézanmi, nou tandé nouvèl la? -Gin gnou gro rékin bò ouaf la. Ann al ouè li. Tout moun ki ouè bèt la lè yo rivé di: "Mézanmi! Ala gnou kokinn rékin!"

10. Put mézanmi in front of the following sentences and pronounce them with the proper intonation.

| CUES | RESPONSES |
|---|---|
| Pa bay manti kon sa non. | Mézanmi, pa bay manti kon sa non. |
| Nou tandé sa ki rivé yè soua? | Mézanmi, nou tandé sa ki rivé yè soua? |
| Li fè gnou grinn lavalas nan nò semèn pasé. | |
| Yo pran lumiè a sis foua jodi a. | |
| Yo di gin gnou kokinn siklòn k ap vini sou Aiti. | |
| Pa rété trò pré mulèt la pou l pa voyé pié. | |
| Li fè gnou chaleù lavil la, nan pouin bouch pou palé. | |
| Sé pa gnou bouéson nèg sa a bouè. | |
| Yo mété Tijo anba kòd. | |
| Sé pa ti banboché mésié yo ap banboché. | |
| Ala manyin nou manyin sa ki pa pou nou. | |
| Ninpòt ki moun ka fè travay sa-a. | |

11. Kouté pa répété:

Min gnou bèf. Si m koupé li an deu, chak moso sé gnou mouatié. A lè ki lé, si m koupé gnou mouatié an deu chak moso sé gnou ka. Si m bay gnou ka, m gadé rès bèf la pou mouin, m kinbé toua ka bèf la.

12. Listen carefully to the following explanations, then answer the following questions:

| EXPLANATIONS AND QUESTIONS | ANSWERS |
|---|---|
| Si m pran gnou boutèy ronm plin. Kantité m bouè a minm ak kantité m kité a. Ki kantité boutèy la m bouè? | Ou bouè mouatié boutèy ronm nan. |
| M gin gnou bouat mai moulin. M patajé li an 4 pati. M pran gnou pati. Ki pati nan bouat mai moulin an mouin pran? | Ou pran gnou ka bouat mai moulin an. |
| Gnou machann touyé gnou bèf. Li fè li fè 4 moso. Li vann 3 moso. Ki kantité nan bèf la li vann? | |
| Gnou fi achté un peu duri. Li patajé li an deu pou deu jou. Ki kantité duri a li manjé jodi a? | |
| Gnou machann poté duri pou li vann nan maché a. Li patajé l an 4 pati. Li vann tout. Ki kantité duri li rété ki pa vann? | |
| Yo bay ti Mari gnou patat. Li gin 3 frè ak seũ. Li patajé li pou yo tout jouinn gnou moso. Konbin nan patat la yo chak ginyin? | |

L. 27

Gin 3 mésié ki chita nan gnou
réstoran. Yo kòmandé 2 boutèy
duvin. Gnoun ladan di 1 a bouè
mouatié gnou boutèy. Deu lòt
yo patajé sa ki rété a.
Ki kantité chak lòt yo va bouè?

Gnou batò rivé bò ouaf la. Kèk
touris désann a tè. Gin toua
foua kantité sa a ankò nan bato a.
Ki kantité touris ki désann?

Jodi a tout étudian yo pa la.
Gin minm kantité étudian ki pa
vini.
Ki kantité étudian ki prézan?

Gnou manman gin 4 pitit. Li achté
2 boutèy koka kola.
Konbin boutèy pou li ba yo chak?



146

## II. DIALOGUE

### O RAPO

Eskouad ja vi-n fè rapò leù li tounin sòt an patrouy.
Liétnan Moris fèk antré nan buro l.

Lt. M: Ki moun ki té kòmandé patrouy yè soua-a?

Sj. S: Sé kaporal Jak, mon liétnan.

Lt. M: Voyé l vi-n jouinn mouin nan buro m.

Sj. S: Avozòd mon liétnan. M ap voyé l ba ou tousuit.

Sèjan Soveù retounin nan sal dé gad la, li fè rélé kaporal Jak, épi li voyé l jouinn liétnan Moris nan buro ékzékutif katòziém konpagni a. Kaporal Jak alé o rapò. Li rivé nan biro liétnan Moris.

Kap J: Kaporal Jak o rapò mon liétnan.

Lt. M: Aa! bon! Sé ou ki té kòmandé patrouy rekonésans la yè soua?

Kap J: Oui mon liétnan.

Lt. M: Bon. Rapòté m an détay kòman sa té pasé. Odonans Léon, pran nòt.

Kap J: Sélon instruksion mouin té résévoua, m rasanblé sòlda yo ki té dézigné pou patrouy la, épi m kòmansé lévé la mach égzaktéman a sinkeù dé laprèmidi. Patrouy la té konpozé dé toua zòm avèk mouin fè kat. M té kalkilé ké sa ta pran nou a pé prè uneù pou nou rivé tou pré pozision lénmi an.

Lt. M: Ki zam nou té ginyin avèk nou?

Kap J: Pou nou pa té trò anbarasé, sèjan an té ba nou ti mitrayèt léjè avèk sinkant bal é kat grenad a chak òm.

Lt. M: Sé sa seùlman nou té ginyin?

Kap J: Non, mon liétnan. Nou té gin kouto tou pou nou té ka sové po nou san fè bri, si nou ta suprann gnou patrouy lénmi.

Lt. M: Bon, sé trè byin. Min, ki rout nou té suiv?

(Sèjan Soveù antré nan buro a)

Sj. S: Mon liétnan, min Katié Jénéral ap mandé pou ou lan radio.

Lt. M: Bon. Réponn ké m ap vi-n pran komunikasion an tousuit. Ou-minm, kaporal Jak, rété a ma dispozision justan mouin tounin pou fini rapò a.

Adjunct

Maladi a rèd sou madanm nan. Li inpòtan pou nou suiv tou sa dokteù a di nou. Nou fèt pou nou koute konsèy dokteù a. Sé la vérité. Sa va pèmèt malad la gin la vi, gin la santé. Li pa trò vié. L a viv.

M ta manjé gnou poul antié pou kò m. M pa ta patajé l ak pèsonn.
-Minm démi poul ou ta bay.
M p ap bay minm gnou ka poul la.
-Mézanmi, vi-n tandé sa msieu ap di.

Lapli pa tonbé. Sous yo pa bay anpil dlo. Sé sa ki fè ke lariviè a preske san dlo.

Ki kouleù soulié ou ap mété? -M ap mété gnou soulié noua.

HOMEWORK

1. Read the Grammar and Culture Notes.

2. Check your knowledge of the lesson's vocabulary.

3. Study the dialogue so intensively that you can manipulate its lines freely in class next day.

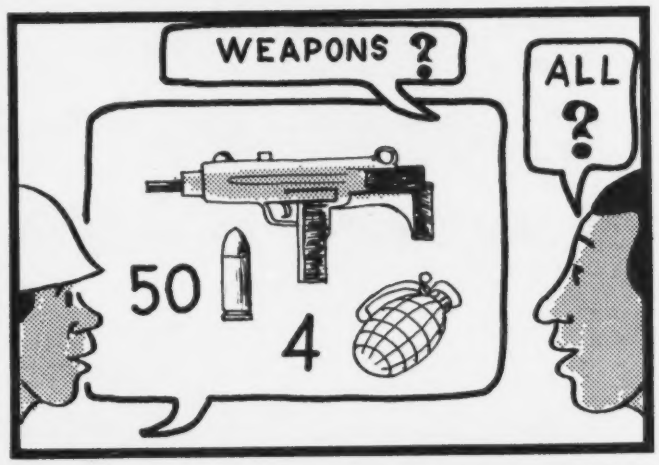
4. Write a résumé of Radio Lumiè Kréòl 1.

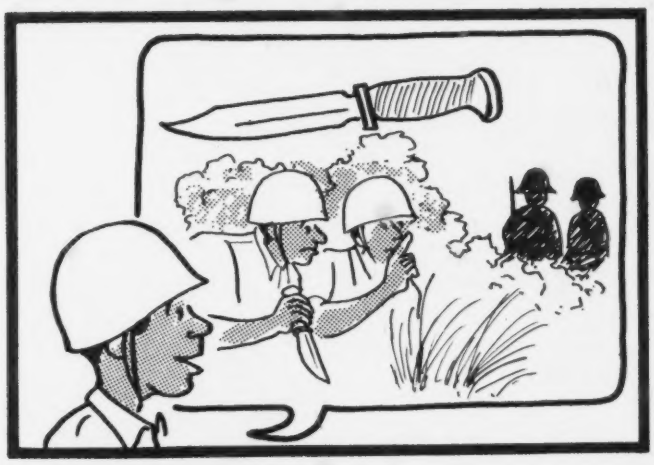
5. Bring Istoua d Aiti to class tomorrow.

WHO IN CHARGE ?
J.
REPORT

J. REPORTING
... PATROL LAST NIGHT ?
REPORT

1700
in 1 hr.


WEAPONS ?
ALL ?
50
4



ROUTE ?

HQ

STAY

## III. RECITATION

A. Reenact the dialogue.

B. Answer these questions on the dialogue:

1. Sa éskouad la vi-n fè?
2. Koté li sòti?
3. Sé Kaptinn Pòl ki fèk antré?
4. Eske sé lan chanm ni Liétnan Moris antré?
5. Ki sa li mandé?
6. Ki moun ki réponn ni?
7. Sèjan an réponn ke sé Majò André ki kòmandé patrouy la?
8. Koté Liétnan Moris di pou yo voyé Kaporal Jak?
9. Sa Sèjan Soveù réponn?
10. Sèjan Soveù al la kay li?
11. Eske li fè rélé Jénéral la?
12. Koté li voyé Kaporal Jak?
13. Kaporal la pa vlé alé?
14. Sa Liétnan an mandé Kaporal Jak?
15. Kaporal la di ké sé pa t li?
16. Eske sé Kaptinn Pòl Liétnan an mandé pran nòt?
17. Kaporal Jak pa t résévoua instruksion dutou?
18. Ki moun li rasanblé?
19. A ki leù patrouy la lévé la mach?
20. Patrouy la té gin uit òm?
21. Ki bò patrouy la t apral fè rekònésans?
22. Kaporal la té kalkilé sa ta pran yo gnou jou pou rivé?
23. Ki zam patrouy la té ginyin?
24. Yo té gin gnou lòt zam. Eske sé té pou manjé patat?
25. Sa pou yo té fè ak kouto a?
26. Ki moun ki vi-n antré nan buro a?
27. Sèjan an vi-n di Liétnan Moris ké madanm ni ap rélé l?
28. Liétnan an di li pa pralé?
29. Eske Liétnan an tann kaporal la fi-n fè rapò a?
30. Li di kaporal-la pou rété tann ni?

## IV. LISTENING COMPREHENSION

During this hour students work in the lab, listening to a broadcast by the Haitian network Radio Lumiè. The program is part of a series on health, entitled "Radio Dokteù I," prepared in collaboration with the Centre d'Hygiène Familiale, located at 10 Impasse Lavaud, Port-au-Prince.

Students are provided with a handout on the vocabulary of the program.

They will listen to the program on tape at least twice, then attempt a written résumé in English.

## V. NARRATIVE

Students will read pages 7-10 in their printed text Istoua d Aiti.

They are given assistance with the vocabulary on a handout.

The hour ends with a series of questions on the text--by the instructor.

## VI. GUIDED CONVERSATION

This is conducted by the instructor in class. The topic is the broadcast Radio Dokteù I of the fourth hour.

## Grammar and Cultural Notes

1. Fractions. In Creole, major fractions are expressed thus:

   1/4 = gnou ka (one fourth)
   1/2 = demi (before a noun), é dmi (after a noun)
   3/4 = toua ka (three fourths)

   In certain regions people say toua ka pias for 75 kòb ($.15). Pias is another word for goud.

2. French definite articles. Some of these are still in use, without having displaced the Creole article. They may be written separate from the noun or joined to it, to form one new word.

   Examples:

   | | |
   |---|---|
   | lavi | la vi(life), lavi a (the life) |
   | lanmè | lan mè (sea), lanmè a (the sea) |
   | lékol | l-ékòl (school), lékòl la (the school) |
   | lézòt | lé zòt (others), lézòt yo (the others) |

3. Fèt pou and doué. Both express obligation and are often used interchangeably. Fèt pou (lit. 'made for' or 'born for') should be used only when the obligation is a natural one and not simply conventional.

   Example: Ti moun doué kouté konsèy gran moun.
   Ti moun fèt pou kouté konsèy gran moun.
   (Children must listen to adult's advices.)

L. 27

## VOCABULARY

| | |
|---|---|
| anbarasé, adj. | encumbered, entangled, hindered |
| *antié, adj. | whole, entire |
| a pe, prè, adv. phr. | more or less, about, close to |
| bri, n. | noise |
| détay, n. | detail |
| dézigné, v. | to designate |
| éskouad, n. | squad, section |
| égsékutif, adj. | executive |
| égzaktéman, adv. | exactly |
| *fèt (pou), aux. | must |
| grenad, n. | grenade |
| *inpòtan, adj. | important |
| instruksion, n. | instruction |
| *ka, n. | quart |
| katié jénéral, n. phr. | headquarter |
| kòmandé, v. | to command, to give orders |
| komunikasion, n. | communication |
| konpozé, v./adj. | to compose/composed of |
| *koulè, kouleù, n. | color |
| kouto, n. | knife |
| léjè, adj. | light |
| lénmi, n. | enemy |
| lévé la mach, v. phr. | to begin walking |
| *maladi, n. | illness, sickness |
| *médikaman, n. | medicine, medicament, drugs |
| *mézanmi, excl./n. | O Lord!/friends |
| mouatié, n. | half |
| nòt, n. | note |

* Words assimilated from Radio Lumiè and Istoua d Aiti. They form a part of the student's active vocabulary.

| | |
|---|---|
| òdonans, n. | ordinance |
| *patajé, v. | to share, to divide |
| patrouy, n. | patrol |
| *pèmèt, v. | to permit, to allow |
| *prékosion, n. | precaution |
| po, n. | skin |
| *protéjé, v. | to protect |
| rasanblé, v. | to muster, to gather |
| rapò, n. | report |
| rapòté, v. | to report, to relate |
| rekonésans, n. | reconnaissance, re-connoitering |
| sal dé gad, n. phr. | guard-room |
| santé, la santé, n. | health |
| *sous, n. | source |
| suprann, v. | to take by surprise, to surprise |
| *vérité, la vérité, n. | truth |
| *vi, la vi, n. | life |
| *vié, adj. | old, worthless |
| yè, n. | yesterday |

# Lesson 28

## I. PERCEPTION DRILL

1. Kouté pa répété:

Lè Ti André fi-n rakonté istoua a, tout moun pran; tout moun kouè, sòf Tijo ki konnin ke Ti André rinmin bay manti. Sa vlé di ke sé Tijo sèl ki pa kouè sa Ti André di a.

Répété: Tout moun kouè Ti André, sòf Tijo.

2. In the following sentences replace the period with a comma and add sòf plus the given cue:

| SENTENCES AND CUES | ENLARGED SENTENCES |
|---|---|
| Tout moun té alé nan patrouy. (mouin minm) | Tout moun té alé nan patrouy, sòf mouin minm. |
| Nou fè mouatié rout la. (éskouad la) | Nou fè mouatié rout la, sòf éskouad la. |
| Yo pran médikaman yo tou lé jou. (yè) | |
| Nou tout nou di la vérité. (Ti André) | |
| Sous tou patou bay anpil dlo. (an Aiti) | |
| Tout sòlda yo anbarasé ak grenad yo. (Asèn) | |
| Tout moun ap pran prékosion yo. (ou minm) | |
| Patrouy la pran tout zam li bezouin. (kouto) | |
| Tout moua poté 30 ou 31 jou. (Février) | |
| Tou lé jou li fè farinaj. (jodi a) | |
| Tout moun fè rapò yo katié jénéral. (kaporal la) | |
| Nou jouinn komunikasion ak tou patou. (sal de gad la) | |

3. Kouté pa répété:

Mézanmi kouté. Ou ta di ke sé bri pié gnou moun kap maché deyò a.
-Min oui, on diré sa vré. On diré m tandé bri pié gnou moun kap maché. Rété trankil; pa fè bri pou nou ka kouté.
Répété: On diré bri pié gnou moun k ap maché déyò a.

4. Replace "Sé tankou" with "On diré" in the following sentences:

| SENTENCES | RESPONSES |
|---|---|
| Sé tankou si médikaman an pa fè anyin pou malad la. | On diré médikaman an pa fè anyin pou malad la. |
| Sé tankou si komunikasion an koupé. | On diré komunikasion an koupé. |
| Sé tankou si nou pa étudié dutou. | |
| Sé tankou si lapli ap tonbé. | |
| Sé tankou si nou nan gnou mové pozision. | |
| Sé tankou si loraj la tonbé sou gnou pié boua. | |
| Sé tankou si sòlda yo rasanblé nan sal de gad la. | |
| Sé tankou si kàporal la pa fè gnou bon rapò. | |
| Sé tankou si sé sa jounal la di. | |
| Sé tankou si yo koupé lumiè a. | |
| Sé tankou si Ti André ap bay gnou lòt manti. | |
| Sé tankou si li pa ékzisté. | |

5. Kouté pa répété:

Si m gin gnou gro travay pou m fè, m pa ka fè tout gnou grinn jou. M ka fè gnou moso, gnou bout travay la chak jou. M ka di: Bout pou bout ma fi-n fè travay la. Sa vlé di, piti, piti ma rivé fi-n fè travay la. Min lè travay la fi-n fèt, m ka di tou: Bout pou bout travay la fini. Sa vlé di,: Anfin, travay la fini.

Répété: Bout pou bout travay la fini.

6. Replace "anfin" with "bout pou bout" in the following sentences:

| SENTENCES | RESPONSES |
|---|---|
| Anfin na rivé koté nou pralé a. | Bout pou bout na rivé koté nou pralé a. |
| Anfin nou pa anbarasé pou lajan ankò. | Bout pou bout nou pa anbarasé pou lajan ankò. |
| Anfin li rakonté m an détay sa ki té pasé. | |
| Anfin éskouad la tounin sot nan patrouy. | |
| Anfin médikaman an fè kichòy pou malad la. | |
| Anfin malad la repran kouleù li. | |
| Anfin yo rivé patajé manjé a. | |
| Anfin yo fè lénmi yo ralé kò yo. | |
| Anfin li di nou la vérité. | |
| Anfin nou fi-n fè tout traduksion ou té ban nou an. | |
| Anfin Gabi jouinn gnou ti djòb nan Sant la. | |
| Anfin mulèt la kité yo chajé li. | |

7. Kouté pa répété:

Lòt jou té gin gnou ti gason ki tap kouri ak gnou boutèy koka-kola plin nan min ni. Li tonbé épi boutèy koka a pété nan min ni. Lè moun ki tap pasé yo ouè sa ki rivé, yo pété rélé.

Répété:

Moun ki tap pasé yo pété rélé.
Lè moun tandé sa, yo pété gnou kous kouri pou al gadé.

8. Complete the following sentences with pété gnou kous kouri:

| SENTENCES | COMPLETIONS |
|---|---|
| Leù yo ouè lénmi ap maché sou yo... | Leù yo ouè lénmi ap maché sou yo, yo pété gnou kous kouri. |
| Kou dokteù a di malad la li pral mété kouto sou li... | Kou dokteù a di malad la li pral mété kouto sou li, li pété gnou kous kouri. |
| Kou ti moun yo tandé bri a nan la kou a... | |
| Lè m rivé bò sous la... | |
| Lè nou ouè choual la sové... | |
| Kou lapli kòmansé tonbé... | |
| Kou yo pran lumiè a, Ti Mari... | |
| Leù li tandé sa... | |
| Leù mouin ouè chin an ap vi-n sou mouin... | |
| Lè mèdam yo ouè mésié yo tou touni... | |
| Kou gad la baskulé fizi a, nèg la... | |

9. Kouté pa répété:

Mouin pa gin anyin pou m fè,é fè cho nan kay la. Gin gnou bon ti van kap vanté deyò a. M pral pran gnou ti van sou galri a. Kòm gin gnou plas devan légliz la, é ke plas la pa louin, m ka al pran van sou plas légliz la pito.

Répété: M al pran van sou plas légliz la. Nou taval pran gnou ti van sou galri a.

10. Insert "al pran van"in the following incomplete sentences:

| INCOMPLETE | COMPLETE |
|---|---|
| Msieu a...sou plas légliz la. | Msieu a al pran van sou plas légliz la. |
| Patrouy la...bò katié jénéral la. | Patrouy la al pran van bò katié jénéral la. |
| Toua ka éskouad la... sou ouaf la. | |
| Makdonal...nan lakou otèl la. | |
| Sékrétè kolonèl la...bò lanmé a. | |
| Marin ki fèk débaké a... Boutilié. | |
| Mésié ak médam yo...sou plas Pétionvil la. | |
| Zanmi m nan...nan zòn Koua dè Boukè a. | |
| Kanmarad ou a...nan aviasion an. | |
| Ti gason an...sou branch pié boua a. | |
| Abitan ki désann lavil la... sou galri magazin ou. | |
| Fanm ou té ouè a...bò sous la. | |

11. Kouté pa répété:

Gin gnou nèg ki fi-n vòlè nan gnou magazin. Kou li sòti nan magazin an, li viré kouin an, kon sa gnou gad vi-n fè patrouy nan ru a. Gad sa a manké kinbé vòlè a.

M tapral pati yè. Tout afè m té fi-n ranjé. M resevoua gnou lèt gnou zanmi mouin ki di m lap vi-n jodi a. M pa kapab pati ankò. Min m kapab di ke m manké pati yè.

Répété: Gad la manké kinbé vòlè a.
M manké pati yè.

L. 28

12. Insert the auxiliary "mankè" in the following sentences to indicate that the action is almost done:

| SENTENCES | RESPONSES |
|---|---|
| M kòmandé patrouy la. | M mankè kòmandé patrouy la. |
| Zanmi m nan patajé kòb la ak mouin. | Zanmi m nan mankè patajé kòb la ak mouin. |
| Liétnan an dézigné nou pou patrouy la. | |
| Yè gad la té suprann nèg la ap vòlè. | |
| Chofeù a krazé gnou kabrit sou rout la. | |
| Nou al chasé sou mòn nan. | |
| Mèdam yo dénonsé ti gason an. | |
| Kolonèl la dékouvri kaporal la kap dòmi nan sal de gad la. | |
| Nèg an ranyon yo piyé magazin yo. | |
| Li mélé kola ak duvin ni an. | |
| Yo ouété kò yo nan lamé a. | |
| Madanm nan fèmin ti moun yo nan kay la. | |

## II. NARRATIVE

1. Reference: Valdman, page 234.

2. Adjunct:

An Aiti nou manjé bannann vèt ak bannann mu. Gin anpil moun ki toufé bannann nan lè li rèk, min, si ou blié li, li ka pouri. Si ou pa bouyi ou byin kuit bannann nan, li gin gou rak. Bannann ak lambi bon.

Toujou gin viv sou tab an Aiti.

Yo planté bannann ak kann nan plinn. Nan mòn, sé kafé sutou abitan planté.

Fig minm ou pa bezouin kuit li pou manjé li. Dépi li mu li bon. Si ou pa konnin, ou pa kapab di ki plant ki fig, ki plant ki bannann. Fò sé gnou moun ki konnin ki pou éksplikè ou.

An Aiti sé pi gran ki fè tout bagay nèt pou pi piti. Sé yo ki okupé yo, ki séparé manjé matin, midi, soua. Manyè édé pi gran yo tou non.

3. Cultural and Grammar Notes

a. Viv

In Haiti, the common diet consists of starch vegetables, fruits, meat, and fish. They are referred to as viv. Specific examples are bana-n vèt ou mu (green or ripe plantain), yanm, manyòk (manioc), patat (sweet potatoes or yam) , lam or lam véritab (bread fruit), and malanga, also called tayo. All are tubers except bana-n and lam.

b. Toufé

In Haiti, fruits are not allowed to ripen on the tree. They are cut "green" (not yet good for immediate consumption) and kept in a warm place in wrapping of either paper, cloth, cotton, straws or banana leaves. The process is called toufé, which means literally "to suffocate." Darkness is supposed to accelerate the ripening process.

But why not wait until maturity, to let the fruits ripen on the tree? Because somebody else will harvest one day ahead of you.

c. Manyè (aux.)

Manyè is used to form a mild imperative. It denotes a request that the person comply at least in part.

Example: a. Manyè vini pi boneù non.
Wouldn't you come a bit earlier?
(With the unexpressed meaning that "you should.")

b. Ou ta manyè di bonjou.
You might (as well) say good morning.

In a declarative sentence manyè means " a little. "

Example: a. Li manyè fè frèt.
It's a little bit cold.

b. Frè li a manyè vini ta jodi a.
His brother has come a bit late today.

HOMEWORK

1. Of Lesson 27 reread the pages in Isl[illegible]a d Aiti and the transcript of the broadcast by Radio Lumiè. Note particularly the words designated as forming an integral part of the Basic Course.

2. Study the vocabulary of this lesson's narrative.

3. Write five questions based on the narrative in Valdman, for use in class tomorrow.

III. FREE CONVERSATION

1. Individual students read the narrative in Valdman aloud.

2. Students ask the questions prepared as homework. The class responds.

3. The instructor leads a discussion on last Friday's class picnic. See also the 6th Period below.

## IV. LISTENING COMPREHENSION

A. Radio Lumiè--Konésans sé Richès: "Agrikultu I"

B. Vocabulary Aid

| | |
|---|---|
| agrikultu, n. | agriculture |
| atansion, n. | attention |
| atiré, v. | to attract, to pull |
| *bana-n, bannann, n. | plantation |
| boutu, bouti, n. | cutting, slip |
| *bouyi, v. | to boil |
| difikulté, difikilté, n. | difficulty |
| dréné, v. | to drain |
| *éksplikè, v. | to explain |
| *fig, fig bana-n, n. | banana |
| fleù, flè, n. | flower |
| fòm, n. | form |
| fòmé, v. | to form |
| frui, foui, n. | fruit |
| *gou, n. | taste, flavor |
| grèf, n. | graft (on plant) |
| grinn, n. | seed |
| il è vrè, Fr. | it is true... |
| konpòté, v. | to behave, to act |
| konpòtman, n. | comportment, behavior |
| kultivé, kiltivé, v. | to cultivate |
| kultu, la kultu, n. | agriculture |
| lougarou, n. | werewolf |
| mango, n. | mango |
| *manyè, aux. | why don't you;a little |
| marékaj, marékay, n. | swamp, marsh |
| mintnan, adv. | now |
| *mu, adj. | ripe |

| | |
|---|---|
| *nèt, adv. | absolutely, entirely |
| *plant, n. | plant |
| *planté, v. | to plant |
| *plinn, n. | plain |
| posédé, v. | to possess, to own |
| *pouri, v./adj. | to rot/rotten |
| premièman, adv. | first |
| *rak, adj. | acrid |
| ranvouayé, v. | to dismiss, to send away |
| rasi-n, n. | root |
| reprodui, v. | to reproduce |
| rès, n. | remainder, rest |
| sité, v. | to mention |
| souin, n. | care |
| pran souin, v. phr. | to take care |
| sutou, adv. | especially |
| tij, n. | stem, stalk, trunk |
| *toufé, v./adj. | to store,to ripen/ in the process of becoming ripe |
| un peu, in pé, adv. phr. | a little, a bit, slightly |
| valé, v. | to swallow |
| variété, n. | variety |

C. Résumé: prepared by students.

## V. READING

A. Reference: Jéografi, pp. 41-44.

B. Vocabulary Aid

| | |
|---|---|
| antouré, v. | to surround |
| dominikèn, adj. | Dominican |
| établi, v. | to establish |
| Fon dè Nèg, pr.n. | country village in the South |
| frontiè, n. | frontier, border |
| gouvènman, n. | government |
| jéografi, n. | geography |
| *kafé, n. | coffee |
| *kann, n. | sugar cane |
| Kao, pr.n. | mountain in Haiti |
| La Gonav, pr. n. | island at the entrance of Port-au-Prince Bay |
| laj, adj. | large, wide |
| *lanbi, n. | conch, shellfish |
| Latibonit, pr.n. | a river |
| La Tòtu, pr.n. | island on the North coast |
| La Sèl, pr. n. | a mountain |
| Léoga-n, pr.n. | a small town South-west of Port-au-Prince |
| Mòn Lopital, pr.n. | mountain overlooking Port-au-Prince |
| nivo, n. | level |
| *okipé, okupé, v. | to occupy |
| pant, n. | slope |
| an pant, n. phr. | sloping, shelving |

* Items which reappear in the lesson vocabulary

| | |
|---|---|
| plinn du Kul de Sak, pr.n. | a plain near Port-au-Prince |
| prézidan, n. | president |
| produi, n. | product |
| répiblik, n. | republic |
| rotè, n. | height |
| salé, adj. | salty, salted |
| *séparé, v./adj. | to divide, to separate/ separated, divided |
| sirik, n. | a variety of crab |
| sufas, n. | surface |
| valé, n. | valley |
| *viv, n. | starchy food (vegetables and fruit) |

## VI. FREE CONVERSATION

Topics:

1. Today's broadcast.
2. Today's reading assignment.
3. Games played at the picnic: cards and dominoes.

## VOCABULARY

| | |
|---|---|
| atõ, adv. | then, so |
| *bana-n, bannann, n. | plantain |
| bout, n. | end |
| bout pou bout, adv. phr. | finally |
| *bouyi, v. | to boil |
| brav, adj. | brave, courageous |
| briz, n. | breeze |
| brui, bri, n. | noise |
| chaplèt, n. | beads |
| chat, n. | cat |
| débòdé, v. | to rise above normal, above limit, to overflow |
| *éksplikè, v. | to explain |
| fèt, adj. | made, born |
| *fig, fig bana-n, n. | banana |
| *gou, n. | taste, flavor |
| *kafé, n. | coffee |
| *kann, n. | sugar-cane |
| kinbé, v. | to catch, to hold |
| mankè kinbé, v. phr. | to almost catch |
| kou, n. | blow(strike a) |
| kous, n. | race(contest) |
| *kuit, v. | to cook, to bake |
| *lanbi, n. | conch, shellfish |
| lapeù, lapè, n. | fear |
| lougarou, n. | werewolf |
| mankè, v. | to fail, to miss, to come near, to be within an inch of, to be on the point of |
| *manyè, aux. | why don't you; a little |
| *mòn, n. | mountain |

* Words assimilated from the broadcast and reading topics.

L. 28

| | |
|---|---|
| *mu, adj. | ripe |
| *okupé, okipé, v. | to occupy |
| on diré, v. phr. | it seems, one would say(think), it looks like |
| pété, v. | to explode, to burst out with |
| *plant, n. | plant |
| *planté, v. | to plant |
| plas, n. | square |
| *plinn, n. | plain |
| *pouri, v./aḍj. | to rot/rotten |
| pran van, v. phr. | to get a breath of fresh air |
| *rak, adj. | acrid |
| ravi-n, n. | ravine |
| rèk, hèk, adj. | stage of ripeness or maturity although not ripe yet |
| rekòmansé, v. | to begin again |
| réputasion, n. | reputation |
| *séparé, v./adj. | to separate, to divide/ separated, divided |
| sòf, prep. | except |
| souf, n. | breath |
| sutou, adv. | especially |
| *toufé, v./adj. | to store, to ripen/ in the process of becoming ripe |
| vèt, adj. | green, not ripe |
| *viv, n. | starch food (begetable, fruit) |

## Lesson 29

### BREAKFAST

Mr. MacDonald is going down to get his breakfast. He's talking with the hotel waiter. He would like to visit several places in Port-au-Prince on foot. The waiter discourages him from walking.

Waiter: Oh, good morning, Mr. MacDonald. You're already downstairs?

MacDonald: Yes, I'm a man who likes to get up early.

Waiter: What are you going to do today?

MacDonald: I'd like to visit many places within Port-au-Prince: the National Palace, the Bicentenaire section, the Croix des Bossales market, etc.

Waiter: Oh! Your are going to cover all of this distance on foot? I think it's better for you to go by car.

MacDonald: I'd rather go on foot.

Waiter: Be careful so that the sun doesn't burn you! The sun is very hot now.

MacDonald: Man, you need not worry. I'm not afraid of the sun. I was born in California. It's a place in the United States that gets a lot of sun, too.

Waiter: Do you really get as much sun as here?

MacDonald: Yes, man. O.K., what's this? Is it orange juice?

Waiter: No. Mr. MacDonald, it's grapefruit juice.

MacDonald: Don't you have papaya?


171

Waiter: Yes, there's papaya juice.

MacDonald: I don't want papaya juice. I'd like to eat a piece of papaya itself.

Waiter: I'm sorry about that. There isn't any papaya anymore. They made juice with all of it. Give me four cents and I'll buy one for you tomorrow.

MacDonald: What else is there to eat?

Waiter: There are eggs, there's toast, there's coffee, there's chocolate. . .

MacDonald: Waiter, do they serve that here every day?

Waiter: No, not every day. Sometimes they even serve cassava, fish with avocadoes. It depends on the preferences of the customer.

MacDonald: I'd rather taste real Haitian food.

Waiter: There's no hurry (about that), you've got time.



172

## I. PERCEPTION DRILL

1. a. Kouté, min pa répété:

Si mouin ouè you ti moun ap fè you bagay li pa pou fè, m ka di li: Pa fè sa. Min li pi fò si m di li: Piga fè sa.

b. Répété: Piga fè sa.
Piga ou joué nan dlo a.

c. Replace pa with piga in the following sentences:

| SENTENCES | RESPONSES |
|---|---|
| Pa kité chat la manjé bannann mu an. | Piga kité chat la manjé bannann mu an. |
| Pa jété kafé a, ban m bouè l. | Piga jété kafé a, ban m bouè l. |
| Pa okupé sa lòt moun ap fè. | |
| Pa fè bri ak lanbi a. | |
| Pa manké légliz jodi a. | |
| Pa planté fig yo bò ravi-n nan. | |
| Pa voyé souf ou sou mouin. | |
| Pa al sou plas la anba lapli a. | |
| Pa bouyi bannann vèt yo ak lòt viv yo. | |
| Pa manjé fig vèt la, li gin gou rak. | |
| Pa séparé madanm ak msieu. | |
| Pa toufé fig yo la a, ya pouri. | |



173

2. a. Kouté pa répété:

(1) Mouin sé you proféseù. M sòti an Aiti. M kapab mété tou dé fraz sa yo ansanm pou m fè you grinn fraz: M sé you proféseù ki sòti an Aiti.

(2) Nou pran fig la. Ban m fig la. Gin de jan m kapab fè fraz sa yo fè youn.

1. Ban m fig nou pran an. (ou byin)
2. Ban m fig ke nou pran an.

Yo vlé di minm bagay la.

(3) M ap kinbé ti gason an. Ti gason an pa sòti.

Lè m mét tou lé dé fraz yo ansanm m ginyin:

M ap kinbé ti gason an pou li pa sòti.

(4) M ap fè sa a. Ou pa okupé sa a.

Tou lé dé fraz yo kolé ansanm ban mouin.

Ou pa okupé sa m ap fè a.

Donk nou ouè, gin anpil jan nou ka fè dé fraz fè you sèl.

b. Koul yé a répété:

M sé you amérikin ki konn palé kréòl.
Ban m fig nou pran an.
Ban m fig ke nou pran an.
M ap séré liv mouin yo pou yo pa vòlò yo.
Manyè kouté sa l ap di ou.



174

3. M ap ban nou de fraz. Fè yo fè you grinn avèk ki, kon sa:

| CUES | STUDENTS |
| --- | --- |
| L ap manjé fig la.<br>Fig la mu. | L ap manjé fig ki mu an. |
| Proféseù a éksplikè you leson.<br>Leson an difisil. | Proféseù a éksplikè you leson ki difisil. |
| On diré ti gason an ap manjé you bannann.<br>Bannann nan pa kuit. | |
| Msieu a ouè you lougarou.<br>Lougarou a mankè kinbé li. | |
| Ti fi a ap manjé you fig.<br>Fig la pako mu. | |
| Ou ap okupé you bagay.<br>Bagay la pa gadé ou. | |
| Nou rekòmansé you leson.<br>Leson an difisil. | |
| Nou toufé you bannann.<br>Bannann nan pa ko rèk. | |
| Nèg la al pran van sou plas la.<br>Plas la devan légliz katolik la. | |
| L ap manjé you bannann.<br>Bannann nan gin gou rak. | |
| Sèjan an bay gad la you grenad.<br>Grenad la pété nan min ni. | |
| Yè yo suprann nèg la.<br>Nèg la konn pran fig sou pié. | |


175

4. Koul yé a nou pral fè de fraz yo fè youn avèk ke. Min, anvan sa, m ta rinmin nou fè yo fè youn san mété anyin, kon sa:

| CUES | SENTENCES |
|---|---|
| Yo oblijé ti fi a fè you bagay.<br>Ti fi a pa rinmin bagay la. | Yo oblijé ti fi a fè you bagay li pa rinmin.<br>Yo oblijé ti fi a fè you bagay ke li pa rinmin. |
| Nou étudié you leson.<br>Nou pa konprann leson an. | Nou étudié you leson nou pa konprann.<br>Nou étudié you leson ke nou pa konprann. |
| Li okupé pié boua yo.<br>Li planté pié boua yo yè. | |
| Malad la pa vlé pran médikaman an.<br>Dokteù a ba li médikaman an. | |
| M konprann ékzanp la.<br>Profeseù a bay ékzanp la. | |
| Msieu a mouté choual la.<br>Yo ba li choual la. | |
| Etudian yo pa ka fè traduksion an.<br>Ou ba yo traduksion an. | |
| Ifò nou manjé poul la.<br>Madanm mouin kuit poul la. | |
| Li fè konésans ti fi a.<br>Li rankontré ti fi a yè soua. | |
| M pran kantité a.<br>M bezouin kantité a. | |
| Yo lagé nèg la.<br>Yo té mété nèg la anba kòd. | |
| Nou dénonsé konplo a.<br>Madanm nan monté konplo a. | |



176

5. Fè de fraz sa yo fè youn ak pou, kon sa:

| CUES | SENTENCES |
|---|---|
| Profésèù a éksplikè li leson an.<br>Sé pou li étudié leson an. | Profésèù a éksplikè li leson pou li étudié a. |
| Madanm nan krazé boutèy la.<br>Sé pa pou msieu a bouè trò̀p. | Madanm nan krazé boutèy la pou msieu a pa bouè trò̀p. |
| Ti gason an poté bannann vèt yo.<br>Sé pou li toufé bannann vèt yo. | |
| Manman ou bay ti moun yo you poul antié.<br>Sé pou yo patajé poul la. | |
| Papa a bat pitit la.<br>Sé pa pou pitit la bay manti ankò̀. | |
| Lapli tonbé sou plant yo.<br>Sé pou plant yo ka grandi. | |
| Madanm nan bay tifi a yanm nan.<br>Sé pou li bouyi yanm nan. | |
| M bay pitit gason m nan you fizi.<br>Sé pou pitit gason m nan ka chasé. | |
| Nou ba yo you bon lidé.<br>Sé pou yo kapab gin konfians nou. | |
| Ti bouay la sonnin klò̀ch la.<br>Sé pou tout moun vi-n légliz. | |
| Gad yo apiyé krò̀s fizi a sou figi yo.<br>Sé pou gad yo ka vizé byin. | |
| Chofeù a minnin Makdonal kay Babankou.<br>Sé pou Makdonal goutè ronm Babankou. | |

6. Minm ékzèsis; min, foua sa a sé avèk sa:

| CUES | STUDENTS |
|---|---|
| Li manjé sa a.<br>Sé sa a ki rété. | Li manjé sa ki rété a. |
| Proféseù a éksplikè sa a.<br>Ou pa konprann sa a. | Proféseù a éksplikè sa ou pa konprann nan. |
| Nou pèmèt yo fè sa a.<br>Yo té vlé fè sa a. | |
| M rasanblé sa a.<br>M pa té bezouin sa a. | |
| Yo rekòmansé sa a.<br>Proféseù a té di yo rekòmansé sa a. | |
| Nou resevoua sa a.<br>Nou té kòmandé sa a. | |
| Li tandé sa a.<br>Yo pa té vlé li konn sa a. | |
| Mésié yo voyé sa a.<br>Yo té mandé yo sa a. | |
| M tradui sa a.<br>Proféseù a té di sa a. | |
| Ou dékouvri sa a.<br>Ti bouay la tap fè sa a. | |
| Nou pèdu sa a.<br>Manman nou té ban nou sa a. | |
| M supozé sa a.<br>Li di ou sa a. | |



178

7. a. Kouté pa répété:

M ap kouri rélé ti gason an.
--Kité m rélé ti gason an pou ou.

Non monchè, ou pa bezouin bay kò ou traka.
--Min sé pa traka sa.

b. Répété: Ou pa bezouin bay kò ou traka.

c. Now substitute ou in Ou pa bezouin bay kò ou traka with the following cues:

| CUES | STUDENTS |
|---|---|
| mouin | Mouin pa bezouin bay kò m traka. |
| ti bouay la | Ti bouay la pa bezouin bay kò l traka. |
| nou | |
| Pòl | |
| étudian yo | |
| ti fi a | |
| ou | |
| médam yo | |
| li | |
| kanmarad la | |
| proféseù a | |
| malad la | |


179

8. Repeat: Lè m fi-n levé, m lavé figi m.
Lè m fi-n levé, m lavé figi m.

Exercise: Form new sentences by combining Lè m fi-n with the last part of the previous sentence and the given cue.

For example: Lè m fi-n plus lavé figi m plus cue brosé dan m.

| CUES | NEW SENTENCES |
|---|---|
| m brosé dan m | Lè m fi-n lavé figi m, m brosé dan m. |
| m fè la bab | Lè m fi-n brosé dan m, m fè la bab. |
| m dézabiyé m | |
| m pran savon an | |
| m binyin | |
| m suiyé m | |
| m abiyé m | |
| m pinyin tèt mouin | |
| m brosé chévé m | |
| m manjé | |
| m sòti | |



180

## II. DIALOGUE

1. Text of the Dialogue: See Valdman, page 237.

2. Adjunct:

Lé matin, lè ou lévé, ou ka bezouin alé o ouatè. Lè ou fini, sé pou ou fè la bab, brosé dan ou ak you brò̀s a dan épi pat dantifris, pinyin tèt ou ak you pingn, brosé chevé ou ak you brò̀s tèt.

Panché pou ou lavé figi ou nan kuvèt la ou byin nan lavabo a ak savon an, min pa apiyé. Lè ou fini, suyé figi ou ak you sèvièt.

Li dézabiyé li épi li kouché.

Avion an lagé mésié yo nan lè a.

Ti gason an pozé liv li yo sou mu an pou li ka obsèvé gad yo kap fè ékzèsis.

Ou pa pral nan bon diréksion; pasé isit.

### HOMEWORK

1. Read the grammar notes on pages 242-246 in Valdman.

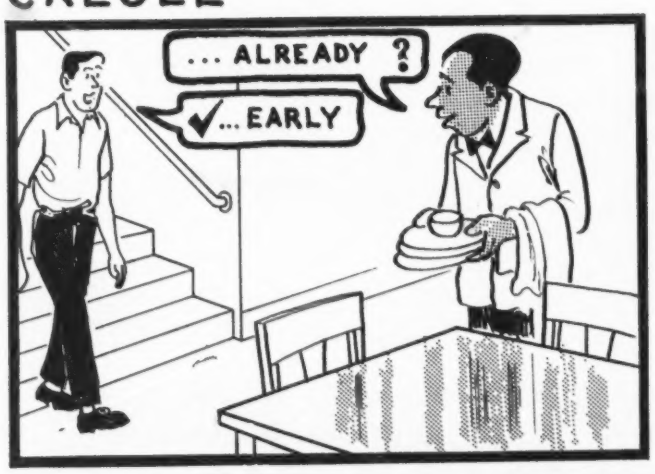
2. Check your knowledge of the lesson's vocabulary.

3. Work with the dialogue until you are able to reconstruct it with only the cartoons as cues.

4. Bring your copy of Basic Situations to class tomorrow.

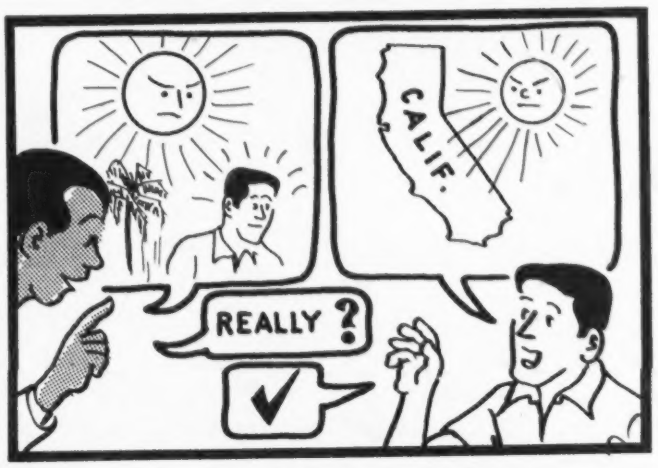


181

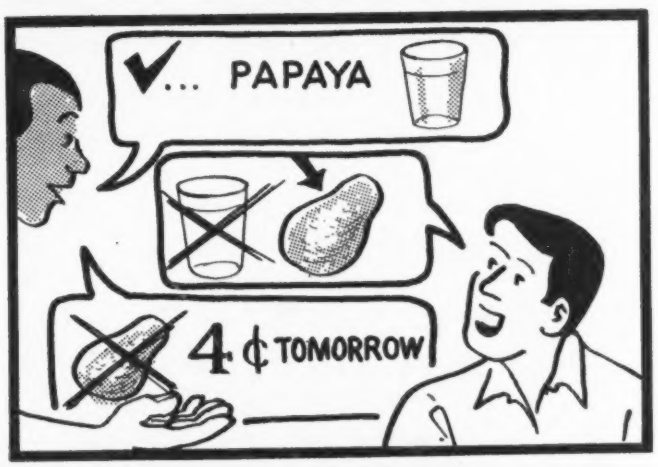

... ALREADY ?
✓... EARLY

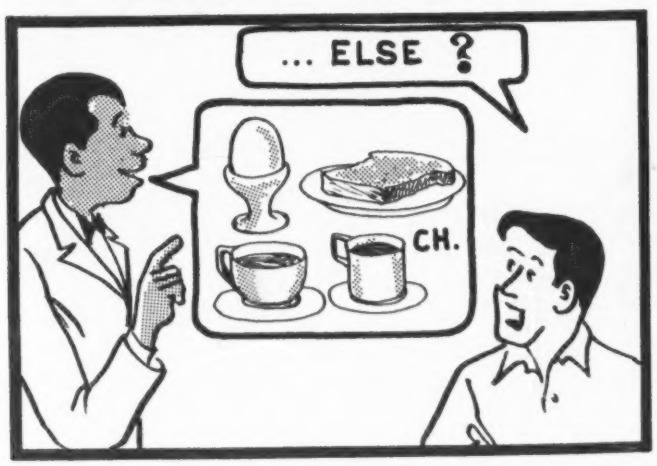
... TO DO TODAY ?
VISIT...
MARKET

?
RATHER


CALIF.
REALLY ?
✓

?
GRAPEFRUIT JUICE
PAPAYA ?


✓... PAPAYA
4¢ TOMORROW


... ELSE ?
CH.

EVERY DAY ?
NO... CASSAVA
...RATHER HAITIAN...
NO HURRY...

## III. RECITATION

A. Recite the dialogue.

B. Answer the following questions on the dialogue:

1-18. See Valdman, p. 241 f.
19. Ak ki moun Makdonal ap palé?
20. Ki moun ki dékourajé Makdonal sòti a pié?

21. E pou ki sa gason an dékourajé Makdonal?
22. Makdonal sé moun ki peù solèy? Pou ki sa?
23. Pou konbin kòb gason an ka jouinn you papay pou Makdonal?
24. Ki leù l ava achté li pou li?
25. Sa ki gin pou déjené nan otèl la jodi a?

26. Gin dé leù, ki sa yo konn bay pou déjené nan otèl la?
27. Nou konn manjé kasav ak zaboka déja?
28. Makdonal ap repati tousuit?
29. Manjé aisyin sé minm ak manjé amérikin?
30. Nou konn manjé manjé aisyin déja?

31. Ou rinmin manjé aisyin?
32. Kouman yo rélé manjé ou pran lé matin?
33. Amérikin manjé zeu lé matin?
34. Ki ju ou bouè matin an?
35. Ki sa ou déjené matin an?

36. Gin gro solèy jodi a Montéré?
37. Pou ou vizité you vil byin, li pi bon pou ou alé nan oto?
38. Ki lòt ju moun ka bouè an Aiti?
39. Ki lòt péi ki patajé il la ak Aiti?
40. Koté La Gouadloup ak La Matinik yé?

## IV. LAB EXERCISES

1. Lexical Variation Exercises

   See Valdman, pages 240-241.

2. Grammar Exercises

   See Valdman, pages 243-247.

3. Test

   See Valdman, page 242, Translation.

## V. FREE EXPRESSION WITHIN BASIC SITUATIONS

Topics: First activities in the morning.

Reference: Basic Situations (cartoon book), A-1, A-2, A-3.

Vocabulary Aid: (Memorize words with an asterisk.)

A-1

| | |
|---|---|
| bayé, v. | to yawn |
| dékouvri, v. | to uncover, to throw off one's bedclothes |
| dra, n. | sheet |
| drésé kò, v. phr. | to rise |
| *kouvri, v. | to cover |
| pantouf, n. | slipper |
| pijama, n. | pajama |
| révèy, n. | alarm-clock |
| ròb de chanm, n. | negligee, bath-robe |
| tapi, n. | carpet |
| tiré, v. | to stretch |
| zòrié, n. | pillow |

A-2

| | |
|---|---|
| *apuiyé, apiyé, v. | to lean, to rest |
| béyoua, n. | bathtub |
| *bròs, n. | brush |
| bròs a dan, n. phr. | tooth-brush |
| *brosé, v. | to brush |
| dézabiyé, v. | to undress |
| glas, n. | mirror |
| kroké, v. | to hang up |
| *kuvèt, kivèt, n. | basin, washbowl |
| *lavabo, n. | washbowl |
| *mu, n. | wall |
| *ouatè, n. | W.C. |
| *pat dantifris, n. phr. | toothpaste |
| pòt savon, n. phr. | soapdish |
| robinèt, robiné, n. | faucet, tap |
| *savon, n. | soap |
| *sèvièt, n. | towel |
| *suiyé, suyé, siyé, v. | to dry, to wipe |


185

L. 29

A-3

| | |
|---|---|
| *bab, n. | beard |
| * fè la bab, v. | to shave |
| bléro, n. | shaving-brush |
| bròs tèt, n. | hair-brush |
| éponj, n. | sponge |
| gagari, gagarizé, v. | to gargle |
| jilèt, n. | razor blade |
| losion, n. | lotion |
| *pingn, n. | comb |
| *pinyin, v. | to comb |
| razoua, n. | razor |
| rinsé, n. | to rinse, to wash |
| souké dlo nan bouch,v.phr. | to rinse one's mouth out |
| tèt soua, tèt siro | straight hair |



186

## VI. RADIO LUMIÈ

1. Text: Sians 1 (senes: Konésans sé Richès)

2. Vócabulary:

| | |
|---|---|
| anplouayé, v. (Fr.) | to use, to employ |
| aplon, daplon, n. | perpendicularity, plumb, steadiness |
| bat, v. | to struggle |
| *diréksion, n. | direction |
| dirèktéman, adv. | directly, straight |
| émision, n. | broadcast, transmission |
| fil-a-plon, n. | plumb-line |
| fisèl, n. | string, pack thread |
| fèy papié, papié, n. | sheet of paper, paper |
| grinn (dlo), n. | air bulb (in a level) |
| imédiatman, adv. | immediately |
| konstrui, v. | to build |
| kuvèt, kivèt, n. | basin |
| léman, n. | magnet |
| mason, n. | mason, bricklayer |
| muray, n. | wall |
| *obsèvé, v. | to observe |
| orizontal, adj. | horizontal |
| *panché, v. | to tilt |
| pézanteù, n. | gravity, gravitation |
| *pozé, v. | to put down, to place, to lay down |
| prinsip, n. | principle |

* Words marked with an asterisk reappear in the lesson's end-vocabulary and are to be memorized for active use.



187

L. 29

| | |
|---|---|
| ranjé, v. | to settle, to manage, to arrange, to fix |
| rôch, n. | rock, stone |
| santi, v. | to understand, to feel |
| sans, n. | direction, way |
| sè ta di ke | I mean, i.e. |
| tandans, n. | tendency |
| vètikal, adj. | vertical |

3. Résumé: Prepared by students from listening to the broadcast on tape.



188

## VOCABULARY

| | |
|---|---|
| *bab, n. | beard |
| * fè la bab, v. phr. | to shave |
| bay kò ou traka, v. phr. | to worry oneself |
| Bisantnè, pr. n. | Bicentenaire (Fr.), a part of Port-au-Prince which houses buildings constructed for an exhibition |
| boulé, brilé, v. | to burn |
| *bròs, n. | brush |
| bròs a dan, n. | toothbrush |
| *brosé, v. | to brush |
| chadèk, n. | grapefruit |
| *chévé, n. | hair |
| chokola, n. | chocolate |
| dan, n. | tooth |
| dé lè, n. | times |
| dégajé, v. | to get along |
| déjéné, ti déjéné, n. | breakfast |
| dékourajé, v. | to discourage |
| dépan, dépann, v. | to depend |
| *dézabiyé, v. | to undress |
| *diréksion, n. | direction |
| gou, n. | taste, preference |
| griyé, v./adj. | to grill/grilled |
| ju, n. | juice |
| Kalifòni, pr. n. | California |
| kasav, n. | cassava |
| kouché, v. | to go to bed, to lie down |
| *kouvri, v. | to cover, to cover oneself |
| krazé, v. | to crush, to run over |
| Kuba, pr.n. | Cuba |
| *kuvèt, kivèt, n. | basin, wash-bowl |



189

| | |
|---|---|
| La Gouadloup, pr. n. | Guadeloupe |
| La Matinik, pr. n. | Martinique |
| *lavabo, n. | wash-bowl |
| *mu, n. | wall |
| ni...ni | both...and(used in a series rather than é or ak) |
| *obsèvé, v. | to observe |
| *ouatè, n. | W.C. |
| palè, n. | palace |
| Palè Léjislatif, pr. n. | Legislative Palace |
| Palè Nasional, pr. n. | Palais National (Fr.), National Palace |
| *panché, v. | to tilt, to bend, to lean |
| papay, n. | papaya |
| *pat dantifris, n. | tooth paste |
| pin, n. | bread |
| pin griyé, n. | toast |
| piga, v. | be careful, watch out!, (with following verb compound, don't...) |
| *pingn, n. | comb |
| *pinyin, v. | to comb |
| *pozé, v. | to put down, to place, to lay down |
| *savon, n. | soap |
| *sèvièt, n. | towel |
| *suiyé, suyé, siyé, v. | to dry, to wipe |
| téyat, n. | theater |
| Téyat de Vèdu, pr.n. | Théâtre de Verdure (Fr.), an open air theater where plays in Creole are sometimes given |
| voleù, vòlè, n. | thief, robber |
| zaboka, n. | avocado |
| zannanna, n. | pineapple |
| Zanti, Anti (Fr.), pr.n. | Antilles |
| zeu, n. | egg |
| zoranj, n. | orange |



190

Lesson 30

REVIEW

I. Oral Review Drill on Lessons 26 and 27

1. Put the following sentences in the past tense using yè and té:

| PRESENT | PAST |
|---|---|
| Matin an m fè la bab boneù. | Yè matin m té fè la bab boneù. |
| Asouè a nou pral pronmnin Bisantnè. | Yè soua nou té al pronmnin Bisantnè. |
| A midi lè solèy va cho, m a lavé chévé m. | |
| Matin an ti moun yo manjé kasav griyé ak zaboka. | |
| Aprémidi a, lè ma rantré, ma dézabiyé m. | |
| Demin Toma va fè la bab a sizeù pou l soti boneù. | |
| Jodi a m pral bouè ju papay nan réstoran. | |
| Matin an m pinyin tèt mouin anvan m sòti. | |
| Ti André pral gadé ploton an fè ékzèsis. | |
| Sé demin apré midi ma rekòmansé planté. | |
| An midi a na manjé lanbi bouyi ak duri. | |
| On diré jodi a m pa ouè chat Anita a. | |


191

2. Answer the following questions by using O kontrè and the cues:

| CUES | ANSWERS |
|---|---|
| On diré manjé a pa byin kuit? (boulé) | O kontrè, manjé a boulé. |
| Eske sé monté li tap monté? (désann) | Non, o kontrè, sé désann li t ap désann. |
| Yè té fè cho anpil Kenskòf? (frèt) | |
| Gin lè ou rinmin bannann vèt? (mo) | |
| On diré sé nan diréksion nò van an ap sou flé? (sid) | |
| Yo di m ké papa ou gin you choual noua? (blan) | |
| Légliz la louin anpil? (tou pré) | |
| Kréòl la sé you lang ki difisil, konpè? (fasil) | |
| Eské sé a douat pou m viré devan Katié Jénéral? (a gòch) | |
| Kay ou a pi piti ke kay Alsé a? (pi gro) | |
| Eské sé fini ou pral fini travay la? (kòmansé) | |
| M tandé ké madanm ou rantré yè? (pati) | |

3. Answer the following questions:

a. Nan ki moua nou yé?
b. Ki moua ou fèt?
c. Konman yo rélé toua premié moua ané a?
d. E toua dènié moua yo?
e. Konman ou rélé toua moua nan ané a ki fè pi cho O Zétazuni?
f. Moua prochin sé ki moua l ap yè?
g. E ki moua moua pasé té yé?
h. Kouman yo rélé toua moua ki vi-n apré Mas?
i. Lè ou nan moua d Juyé, ki moua ki vi-n apré?
j. Kouman yo rélé toua moua ki vi-n anvan Oktòb?

4. Min kèk mo ke nou pa ko konnin é ke nou pral tandé nan ti léktu m pral fè pou nou an:

| | |
|---|---|
| chaviré, v. | to upset, to turn over, to capsize |
| grondé, v. | to rumble |
| keù, kè, n. | heart, center, eye (hurricane) |
| Mè dè Karayib, pr.n. | Caribbean Sea |
| raché, v./adj. | to uproot/uprooted |
| ravaj, n. | devastation |
| réjion, n. | region |
| séchrès, n. | drought |

5. Koul yé a, kouté pa répété:

Sézon lapli

Gin dé péi lapli pa janm tonbé, épi gin dé péi li tonbé tròp. Gin dòt péi minm ki gin you sézon séchrès ki long anpil, épi you sézon lapli ki sanblé li pap janm fini. Sé kon sa péi tropikal yé, kòm par ékzanp Aiti avèk lé zòt zanti yo. Péi sa yo nan zòn siklòn ki fòmé o sid, nan Mè dè Karayib. Leù siklòn sa yo kòmansé monté, tout moun peù, paské pèsonn panko konnin ki rout yo va suiv ni ki koté yap pasé. You ané yo pasé you koté, you lòt ané yo pasé nan you lòt réjion, min gin dé réjion yo rinmin pasé souvan. Tout koté yo pasé sé pakèt ravaj yo fè. Lavalas tonbé, loraj grondé, dlo désann, lariviè débòdé, kantité kay krazé pié boua raché, trin chaviré, moun mouri anpil.

Yo kab fè anpil déga minm leù sant yo pasé byin louin. Lè ou nan keù bagay la minm sé pi rèd. Chak ané yo retounin, Chak ané yo rekòmansé ba yo non. Non premié a kòmansé avèk a, non dézièm nan avèk B, non touazièm nan avèk C, épi sé kon sa pou lòt yo. Min, tout non yo sé non fanm sé paské leù fanm ap fè ravaj sé pa blag; yo frapé fò, é yo pa kité ou konnin ni ki leù, ni ki bò, ni pou ki sa. E mouin byin kouè ké sé you fanm ki di sa.


193

6. Réponn késtion sa yo:

(1) De ki sézon y ap palé nan léktu a?
(2) Kouman ou rélé sézon ki pa gin lapli ditou?
(3) Tout péi tropikal gin minm sézon?
(4) Eske Aiti nan zòn siklòn?
(5) Ki koté siklòn yo fòmé?
(6) Leù siklòn kòmansé ap monté ki sa ki rivé tout moun?
(7) Pou ki sa tout moun peù lè sa a?
(8) Sé toujou minm rout la siklòn yo suiv?
(9) Min, èské gin dé réjion ke siklòn rinmin pasé lòt?
(10) Koté siklòn yo pasé, sé you pakèt ravaj yo fè?

(11) Ki ravaj kon sa siklòn yo konn fè?
(12) Ou konn tandé loraj grondé déja?
(13) Ki sa siklòn fè pié boua yo?
(14) E trin yo?
(15) Eske sé leù sant la pasé you koté seùlman li fè ravaj?
(16) Leù gin anpil lapli ak van sa ki rivé lariviè yo?
(17) Lè yo di dlo désann, sa sa vlé di?
(18) Sa ki rivé dé kay lè gin siklòn?
(19) Konn gin moun ki mouri lè kon sa?
(20) Lè yo di ou 'nan keù' you bagay, sa sa vlé di?

(21) Sé tou lé semèn gin siklòn an Aiti?
(22) Pa ki sa non premié siklòn nan kòmansé?
(23) E dezièm nan?
(24) Sé non gason siklòn pòté?
(25) Pou ki sa yo ba yo non fanm?
(26) Ou konn nan you réjion lè gin siklòn déja?
(27) Lè fanm ap fè ravaj sé blag?
(28) Eske van konn raché pié boua devan ou?
(29) Ki ravaj van konn fè devan ou déja?
(30) Ki koté konn gin siklòn O Zétazuni?

7. Fè fraz avèk mo sa yo:

jounak, anfin, mové, poté pi mal, par ékzanp, rapòté, vié, la santé, lénmi, prékosion



194

II. Independent Study of Lessons 26 and 27

HOMEWORK

1. Review Lessons 26-29.
2. Bring the novel Ti Jak to the next class.

III. Oral Review Drill on Lessons 28 and 29

1. Add mankè to the verb in the following sentences:

| SENTENCES | RESPONSES |
|---|---|
| Kuvèt la tonbé nan min ti gason an. | Kuvèt la mankè tonbé nan min ti gason an. |
| Mouin té lévé trò ta yè matin. | Mouin té mankè lévé tro ta yè matin. |
| Chofeù a krazé oto a nan you aksidan. | |
| Difé a boulé kay madanm nan. | |
| Avion an pati kité Makdonal. | |
| Anita pa rivé légliz a leù. | |
| Frè m nan vini an Kalifòni ané pasé. | |
| Mouin pa té rekonèt vouazi-n nan. | |
| Riviè a té débòdé leù lapli té tonbé yè a. | |
| Chaleù fè ti moun yo pa alé lékòl. | |
| Lanèj té tonbé Montéré semèn pasé. | |
| Avion an pa kab tounin La Guadloup. | |



195

2. Use pinga with the verbs in the following sentences, to put emphasis on the interdiction, the warning, the advice, or the apprehension.

| CUES | STUDENTS |
|---|---|
| Fò ou pa grinpé pié kokoyé a Tijo. | Pinga grinpé pié kokoyé a Tijo. |
| Di soveù pa désann lavil jodi a. | Di Soveù pinga désann lavil jodi a. |
| Pa kité m ouè ou fè sa ankò. | |
| Pa koupé chadèk la ak kouto sa a. | |
| Pa dézabiyé ou nan chanm sa a. | |
| Fò pa manadjè a lévé Makdonal anvan deuzeù. | |
| Fòk ti moun yo pa rété nan dlo a trò lontan. | |
| Pa alé pronmnin ak étudian yo. | |
| Fòk pa ti bòn nan boulé pin griyé a. | |
| Pito yo pa pran oto a jodi a. | |
| Pa vi-n di m ké ou pa té ouè-l. | |
| Di macnann nan pa vi-n vann zaboka ak zannanna demin. | |



196

3. Fill the blanks in the following sentences with ki, ke, pou, or sa as required:

| CUES | STUDENTS |
|---|---|
| Di papa ou...m pa ouè zouti a. | Di papa ou ke m pa ouè zouti a. |
| Mandé manadjè a... chanm..m pran. | Mandé manadjè a ki chanm pou m pran. |
| Mouin pakkab jouinn... m ap chèché a. | |
| ..jou jodi a yé. | |
| Eské sé oto sa a... ou vlé achté? | |
| Sé pa... ... va fè l manjé kasav la. | |
| Louvri pòt la... li ka antré. | |
| ...moun...konnin...bò ...mouin dézabiyé m. | |
| Di nou...ou ap fè demin. | |
| Sé nan avion yè a... Makdonal débaké. | |
| ...diréksion...m pran... m alé Bisantrè? | |
| Sé...tout moun di... ou té doué fè. | |

4. Nan tèks sa a tou, gin sink mo nou pa ko konnin. M pral di yo pou nou. Répété yo:

| | |
|---|---|
| diné, n./ v. | lunch / to eat lunch |
| fouchèt, n. | fork |
| nòmal, adj. | normal |
| repa, n. | meal |
| soupé, n./ v. | dinner / to dine |



197

5. Koul yé a kouté, pa répété:

Chak moun manjé selon bezouin yo, ou selon santé yo. Sé poutèt sa ke tout moun pa manjé minm jan. Min gin you lòt bagay tou. Chak moun manjé selon mouayin yo, sa vlé di selon mizi kòb yo. Sé sa ki fè ke moun pòv pa kab manjé tankou moun ki gin lajan. An jénéral, nan tout péi, yo manjé toua foua pa jou, matin, an midi ak asouè. Chak manjé sé you repa, é chak repa gin you non. An Aiti, yo rélé sa matin an déjené, sa an midi a rélé diné, sa asouè a rélé soupé. Sé sa ki sanblé nòmal, min sé pa kon sa sa yé tou patou, paské gin anpil lòt koté yo pran déjéné a midi, é diné asouè. Alò yo pa gin leù pou yo soupé. Min, kòm nan pouin mouayin rété grangou juska midi, moun sa yo blijé fè you ti manjé lé matin, é yo rélé li ti déjéné. O Zétazuni sé non yo ki chanjé. Ti déjéné a yo rélé li "brékfas" (breakfast), manjë a midi a yo rélé li "lunch" é manjé asouè a yo rélé li "dineù" (dinner). Donk gin lè sé nan kabann yo pran "seùpeù" (supper). Anpil koté ki pran toua ou kat repa pa jou gin you sèl repa ki enpòtan. An jénéral sé diné yo pran asouè a. Min, an Aiti, sòf moun ki pa kapab vré, manjé toua foua pa jou a sé manjé yo rélé manjé. Ni déjéné, ni diné, ni soupé, sé chita a tab lakay pou manjé solid avèk kuiyè, fouchèt ak kouto. Gin dé moun minm ki bouè duvin tou lé jou, a chak repa.

6. Réponn késtion m pral mandé nou sou sa m sòt di nou la a:

(1) Selon ki sa moun manjé?
(2) Tout moun manjé minm jan?
(3) Sa ki fè ke moun pòv pa ka manjé tankou moun ki gin lajan?
(4) An jénéral konbin foua pa jou yo manjé nan tout péi?
(5) Ki lè yo manjé manjé sa yo?



198

(6) Konman yo rélé tout manjé? (repa)
(7) Ki non yo bay repa lé matin an?
(8) E sa yo pran a midi a?
(9) E konman yo rélé sa yo pran lé soua a?
(10) Eske sé tout koté ki pran déjéné matin?

(11) Gin dé koté ki lè yo pran déjéné?
(12) E diné?
(13) Ki lè yo pran soupé la a?
(14) Koté ki pran déjéné a a midi, konman yo rélé repa yo pran lë matin an?
(15) Eske sé minm bagay O Zétazuni?

(16) Eske nou soupé O Zétazuni?
(17) Eské O Zétazuni nou gin you repa ki pi inpòtan pasé lé zòt yo?
(18) Ki repa ki pi inpòtan O Zétazuni?
(19) E an Frans, eske sé minm bagay?
(20) Pou moun ki gin lajan an Aiti, kouman yo manjé?

(21) Ak ki bagay yo manjé you manjé ki solid?
(22) Ak ki sa ou ka manjé you manjé ki likid?
(23) Ki sa you kouto ka fè?
(24) Ki sa moun ki gin lajan bouè ak repa yo?
(25) Sé ak tout repa yo, yo bouè duvin?

(26) Moun ki pòv, ki sa yo bouè lè yo fi-n manjé?
(27) Moun ki gin lajan é ki pa bouè duvin, ki sa yo bouè a tab?
(28) O Zétazuni ki sa pi fò moun bouè a tab?
(29) Apré Aisyin fi-n manjé ki sa yo bouè?
(30) Sé apré repa Amérikin bouè kafé?

7. Fè fraz avèk mo sa yo:

| | |
|---|---|
| kouché | lapeù |
| bout pou bout | panché |
| pozé | séparé |
| suyé | toufé |
| krazé | laplinn |


199

L. 30

IV. Independent Study of Lessons 28 and 29

In class or in the laboratory.

V. Weekly Quiz

In class.

VI. Reading Exercise (in class)

a. Text: Ti Jak, a novel. Chapter 1.

b. Vocabulary Aid: (for passive or recognition knowledge only)

| | |
|---|---|
| an deyò, n. phr. | out of town |
| bat kòk, v. phr. | cock fighting |
| bay kou, v. phr. | to give a blow, to hit, to strike |
| béni bag, v. phr. | to bless a ring |
| chaché(chèché) kont, v. phr. | to pick a quarrel with |
| chaj, n. | load |
| chan kòk, n. phr. | cock-crow |
| éstasion, n. | station, mission |
| katié, n. | quarter, area, town section |
| konsulté, v. | to consult |
| konvèti, v. | to convert |
| lévanjil, n. | Evangile |
| lign frans, n. phr. | string |
| mab, n. | marble |
| mézi, adj. | as many as, as much as |
| milèt, n. | mule |
| pi fò, adj. phr. | most of |
| popé, n. | doll |
| popé toual, v. phr. | rag doll |
| prédikatè, n. | lay preacher |



200

| | |
|---|---|
| réspékté, v. | to respect |
| sélé, v. | to saddle |
| suspann, v. | to suspend, to stop |
| tafia, n. | poor alcoholic beverage at end of distillation of sugar cane mash |
| téta, n. | polliwog |
| tët chajé, n. | quandary, headache, worry |
| zangi, n. | eel |
| zin, n. | fish-hook |

c. Questions

(1) Li fasil pou ou jouinn you nonm an déyò ki viv ak you sèl fanm?
(2) Sa ki rivé pitit Dézius yo?
(3) Ki sa konpè li di li ki rivé ti moun yo?
(4) Pou li ka sové lòt ti moun yo, sa li désidé fè?
(5) Ki moun li rankontré pandan vouayaj la?
(6) Ki sa nèg la fè li?
(7) Leù li tounin ki sa li fè?
(8) Ki sa Dézius pa té fè ankò lè li tounin?
(9) Konman yo rélé fanm li gadé a?
(10) Katri-n té gin pitit pou Dézius?
(11) Lè Karti-n ouè ki jan Dézius chanjé, ki sa li fè?
(12) Ki lè Katri-n ak Dézius béni bag?
(13) Konbin pitit yo gin ansanm?
(14) Koté yo té mété Ti Jak lékòl?
(15) Ki moun yo rélé frè Prévilus?
(16) A ki lè Katri-n lévé lé samdi?
(17) Ki sa li fè kou li lévé?
(18) Ki koté li alé lè kon sa?
(19) Lè li tounin sòt nan maché, sa li poté pou ti moun yo?
(20) You jou, sa li poté pou Ti Jak?

(21) Pou ki sa li té poté bagay sa yo pou li?
(22) Ki bèt ti Jak ka péché nan la riviè a?
(23) E ki kotè la riviè a pasé?
(24) Ki travay ti moun yo gin pou fè anvan y alé lékòl?
(25) E lé zaprémidi, lè yo tounin?
(26) Pou ki sa poul monté pié boua?
(27) Konman yo rélé bouéson abitan yo bouè a?
(28) Aisyin rinmin bat kòk?
(29) Dézius sé frè Prévilus?
(30) Nou konn non lòt pitit Dézius ak Katri-n yo?



292